
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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No. 4

The Marking of the Vowels

By Annabel Crum

MacMurray College for Women, Jacksonville, Illinois

"THE dot and dash are occasionally needed to indicate the exact sounds in unfamiliar or isolated words, but otherwise they are seldom used," says the Anniversary Edition of the Gregg Shorthand Manual. Much to my regret, however, I have found that there still remain instructors who are not in full agreement in this regard with the Gregg Shorthand Manual, even the Anniversary Edition, and it is to these instructors that this article is especially addressed. This modification in a principle which caused my greatest trouble in teaching means so much to me that "I take my pen in hand" to "talk it over."

What Teachers Are Doing

My opinion is based not only upon visits into departments of various schools, but upon the results of a shorthand placement test which is required in this department of all students from other schools who would enter

the advanced shorthand course. I might say that one question of this examination this year was designed especially to ascertain whether or not my conclusion was far-fetched and incorrect.

The question was as follows: In the school where you studied shorthand, did your instructor attach much or little importance to the vowel markings? That is—

- (a) Did she greatly insist upon your marking them in your practice work?
- (b) Through about how many lessons in the Manual were you required to mark them?
- (c) Did that particular phase of the subject prove difficult and unpleasant, or was it one of the less difficult principles?
- (d) If marking vowels could be eliminated, would you recommend such a procedure?

The tabulated results of two different states, comprising thirteen different towns, show that vowel markings were stressed on an average through the sixth chapter of the Anniversary

Edition. It is neither necessary nor would it be profitable for me to tabulate the results in detail; however, I shall give one *which is an average answer*:

(a) Yes. We were required to mark all the vowels both in our practice and classroom work. Our instructor was very particular that we do this.

(b) We were required to mark the vowels throughout all the first semester.

(c) Yes. This particular phase of the work was very difficult for me.

(d) Yes, I would. It may have made shorthand easier for some, but for me it proved difficult. I understand that we must appreciate the different sounds of the vowels, but it seems to me now that the expression of them was unnecessarily stressed.

My Own Reactions

When I took the commercial course myself, I took it with the idea of becoming a teacher, and that from a real love of the work. It was a serious proposition, not entered into hastily and half-heartedly. Therefore, from my first assignment until the last, I had eyes and ears open for methods, ideas, systems, processes, rules, etc. which I could use in my classroom—and those which I would *not* use. Before I had finished the second lesson in theory I had decided that the vowel markings was one of the “(k)nots”! For, although I had a thorough understanding of phonetic sounds, I found that their application was the first really difficult thing in shorthand. I have since found that it is the first really *unnecessary* thing—I mean the *physical expression* to the extreme that we must use an actual penmanship marking. So, from a practical standpoint, it was declared “*passé*,” as far as I was concerned.

Then, when I had finished the fifth lesson (I am speaking now of the older edition of the Manual) and we began to discard the vowel markings, I discovered a grave pedagogical weakness in the fact that we were practically instructed to “unlearn,” to forget, as it were, something which we had just learned, and that not in a minute or an hour, but by hours of patient determination and will power which only those who have undertaken it can understand. What a waste of time, of nervous, mental, and physical energy, which should be conserved and used for the many things which we *do* need! For I can think, even now, of nothing more tiresome, more nerve-racking, more exasperating, more slavish, more interest-killing than dogged practice work when one must mark the vowels!

So finally, as a teacher, I went to one of my first classes; and it was there that I found, to my great discomfiture and dismay, that *more than half my students had but little idea of phonetic sounds!* What was I to do??!! As I look back on those days now, I wonder

that, as an inexperienced teacher, I did not tear my hair, resign and go home, or sit down and weep in despair; that I calmly set about to teach phonetic sounds! The first precious month was spent in that way, mind you! in a class where every one was a high school graduate.

“Clear” Vowels

Then all at once the idea struck me that, since they had learned to read and write *longhand* without these little dots and dashes, *why not shorthand?* For do we not claim, and rightly, that shorthand is based upon longhand and other things which the students already know? (I cannot say that I heartily recommend teaching longhand altogether without phonetics—I have a few old-fashioned ideas which for me are sufficient reason why our younger folks have so much trouble with spelling, pronunciation, accent, etc.; but that would furnish material for another “thesis.”) So, knowing that we cannot hope to teach thoroughly in a few short weeks what has been considered unnecessary by good authorities for many years, I began to adjust myself, my methods, and my classes to circumstances—I undertook my first class with “clear” vowels, and encountered my first great handicap in the fact that I seemed to disagree with my textbook. I persisted, however, and now, with the Anniversary Edition, I am in obvious agreement!

The Plan in Practice

All I ask students to learn about phonetic sounds is the fact that *any* vowel may have one, two, or three sounds. The following is important, for I realize that many who read this article will immediately question. In reading back the dictated class work, when an outline might be any one or all of two or three words, I have the student read *all* the words that the outline might possibly be. Especially is this helpful in case the student cannot remember the word I have dictated.

For instance, we will use the old stand-by, *d-e-n*. The students can give *all* their attention to the size of the circle, the proportion and direction of the consonant strokes, their relative position, with no troublesome thought whatever as to vowel markings. The same holds true through all of that “take.” Then, in reading back, regardless of how good the memory of the dictated word, the student is required to give *all* the words which that one outline could possibly be—*din, den, dean*. This develops the memory just enough not to spoil the theory and proves a wonderful attention goad. It works even beyond my fondest expectations!

(Continued on page 143)

The Illinois State Commercial Contests

FROM time to time we have published in the *American Shorthand Teacher* the rules and regulations governing the various state commercial contests. The Michigan plan was published in December, 1928, and the Pennsylvania plan in January, 1929.

Through the courtesy of Mr. W. C. Maxwell, of the Hinsdale High School, chairman of the Illinois State Contest Committee, we are now

able to give our readers the constitution, by-laws, and rules governing the state commercial contests in Illinois.

Teachers will also be interested in the article published on page 122 of this issue entitled "Gregg Standard Shorthand Tests for 1931, Interscholar Contests."

The Illinois plan, which has been in operation for a number of years, follows:

Constitution

ARTICLE I

Name

COMMERCIAL Contests held under the auspices of the Illinois State Commercial Teachers' Association shall be known as the Illinois State Commercial Contests.

ARTICLE II

Purpose

The purpose of this organization shall be to create interest and promote high standards among teachers and students in commercial subjects in which there are contests, and to hold annual contests to determine district, sectional, and state winners.

ARTICLE III

Eligibility

Any public or parochial high school in Illinois may enter contestants in the state contests. Any public or parochial high school student shall be eligible except as hereinafter provided in the by-laws and contest rules. A high school shall be interpreted as meaning the ninth, tenth, eleventh, and twelfth grades.

ARTICLE IV

Section 1

Administration

The General Contest Committee of Twelve, being elected by the Association, is empowered to choose the following officers:

Chairman Vice-Chairman Secretary

The General Contest Committee adopts these rules as effective for the current year, subject to such changes as may be voted by the Committee.

Section 2

Annual Meeting

The Committee shall meet at least once each year. At other times Committee action may be had by referendum.

Section 3

Duties of Officers

CHAIRMAN: The Chairman shall preside at all meetings of the Committee and shall supervise all matters that are submitted to referendum. He shall have personal charge of all executive matters in connection with the state contests. He shall act as Treasurer for the contests and shall collect all entry fees. He shall pay all bills from funds so provided, that arise from conducting the contests. He shall render a financial report to the Committee, which report may be subjected to audit by the Committee. The Chairman shall have power of decision on all matters in connection with the contests as are not specifically provided for in the rules and regulations.

Vice-Chairman: The Vice-Chairman shall act as Chairman in the absence of that officer, and shall have such other duties as may be assigned by the Chairman.

Secretary: The Secretary shall keep all Committee records and correspondence on file and shall act as assistant to the Chairman when necessary.

Section 4

Districts

The Chairman shall divide the state into as many districts and sections as may seem advisable, locating a center in each district and section at which the contests shall be held. The commerce faculty of the State Teachers' College at Carbondale shall be designated as in charge of the sectional contest at that center, and the commerce faculty of the State Teachers' College at Macomb shall be designated as in charge of the sectional contest at that center. The Chairman may designate such high school conferences or leagues as wish it, as districts, and also hold district contests in the same sections for high schools not members of the conferences or leagues if such is deemed advisable.

*Section 5**Appointment of Contest Managers*

The Chairman, by recommendation of the principal, shall appoint a contest manager for each district and sectional contest, with the exceptions named in Section 4.

*Section 6**Instructions to Contest Managers*

The Chairman shall provide instructions for each district and sectional contest manager in the matter of the conduct of the contests, and may assist the contest manager financially to the extent the funds received from entry fees may permit.

*Section 7**Duties of District and Sectional Managers*

It shall be the duty of the contest managers to hold the contests in conformity with the rules and regulations and file a report of the results with the Chairman as requested.

*Section 8**General Committee*

The members of the General Committee shall exercise the following duties and powers:

1. It shall give the interpretation of the rules and by-laws of this Association.
2. It shall make final decisions in case of disputes.
3. When charges are made in writing against any school for the violation of the Constitution, By-Laws, or Contest Regulations, the General Committee shall consider such charges, and shall suspend the offending school upon conviction for a period of not less than one year.

*ARTICLE V**Compensation*

The members of the General Contest Committee and the contest managers shall receive no compensation for the performance of these duties. The Chairman may be voted a compensation by this Committee.

*By-Laws**ARTICLE I**Equipment*

ALL typewriters must be stock machines, of standard type, and universal keyboard. No special speed devices, such as special speed dogs, shall be used. Bells larger than three inches in diameter will not be permitted.

*ARTICLE II**Inspection of Machines at Contests*

The Chairman and contest managers may inspect any or all machines in any contest to see that the above regulations are observed. Any typewriter not a stock machine according to the interpretation of the rules by the General Committee, may be thrown out of the contest.

*ARTICLE III**Contest Material*

The test material for all contests shall be supplied by the Chairman to the contest managers, and to those conducting the state finals.

All test material shall be sent from the original source to the contest managers. Contest managers shall arrange to have competent officials to time the events and to grade the papers. All district and sectional papers shall be retained by the contest managers until after the State Final Contest. The contest papers in the state finals shall be retained by the Chairman or Secretary for one year.

TYPEWRITING: The Chairman shall have all test material prepared for district, sectional, and final contests. Revised International Typewriting Contest Rules shall be used in grading and marking the typing papers.

SHORTHAND: The Chairman shall have all dictation material prepared for district, sectional, and final contests. The Chairman shall furnish the contest managers with instructions for grading. All transcriptions shall be made in longhand, except when the Chairman shall determine otherwise. The use of dictionaries is not permitted. Contest managers are expected to supply paper for transcription purposes.

BOOKKEEPING: The Chairman shall have all questions and tests prepared for district, sectional, and final tests and shall have a sufficient number of copies delivered to each contest manager. The Chairman shall instruct the contest managers as to the manner of marking and grading the tests.

*ARTICLE IV**Special Coaching*

Special coaching of contestants by professional speed writers or operators, or by representatives of the typewriter companies, will be grounds for disqualification. This rule shall in no way be interpreted as an attempt to regulate the outside practice of the students themselves.

*ARTICLE V**Representatives of Typewriter Companies*

Representatives of typewriter companies are invited to attend all contests, but under no

circumstances shall they have a voice in the management of any contest, the grading of papers, or in any other way in the business of the contest.

ARTICLE VI

Place of Finals

The State Final Contest shall be held at some central point in the state to be selected from the following places: Springfield, Normal, Decatur, Urbana, or Bloomington, as determined by the General Committee. The finals shall be in charge of and conducted by the commerce faculty of the Illinois State Normal University, subject to the rulings of the Chairman.

ARTICLE VII

Qualifying for the Finals

Section 1—Districts

In all District Contests, winners of the first two places in each event become eligible to compete in the nearest sectional contest.

Section 2—Sections

In all Sectional Contests: Winners of the first two places in each event become eligible to compete in the State Final Contest.

After the three highest ranking papers in each event have been decided to determine the point winners as well as the TWO eligible to enter the finals, these three test papers shall be awarded Gold, Silver, and Bronze pins on the basis of ACCURACY.

ARTICLE VIII

Date of Contests

The DISTRICT CONTESTS shall be held on the LAST SATURDAY in April—the SECTIONAL CONTESTS on the SECOND SATURDAY in May—the STATE FINAL CONTEST on the FOLLOWING FRIDAY and SATURDAY.

ARTICLE IX

Fees

Entry fee shall be 25 cents for EACH contestant in EACH individual event. Entry fee for EACH team event is \$1.00. Entry fees must be sent to the Chairman with the entry list. Entry fee in the Mass Typing Contest is \$1.00, which is to be remitted to the Chairman when the entry lists are filed. Fees are not returnable except for overpayment.

ARTICLE X

Prizes

The Chairman shall provide suitable trophies for the events in the Sectional and Final

Contests and shall also provide such trophies as funds will permit to the school or schools receiving the greatest number of points. An unexpended balance in the funds from fees shall be retained by the Committee for future expense.

Awards for schools and individuals may be obtained from clubs, chambers of commerce, or business firms for District Contests.

ARTICLE XI

Points

The Chairman shall establish a schedule of points in each event in the Sectional and State Final Contests in order to determine the winners of school and individual awards.

ARTICLE XII

Expenses

The Committee shall not authorize expenses in excess of the receipts of entry fees. If a deficit occurs the Committee shall have the power to request an appropriation from the funds of the Association. The Committee shall not bear, or be responsible for, any of the expenses of contestants in connection with the district, sectional, or final contests.

ARTICLE XIII

Entry Blanks

The Chairman shall send out entry blanks in duplicate, not less than three weeks in advance of the preliminary contests. These entry blanks shall serve to indicate contestants in the district contests and only those entered in this manner may become eligible for the sectional and state final contests. Entry blanks shall indicate the last day on which entries may be accepted.

Entry fees MUST accompany the entry blanks.

The scholastic standing of contestants must be duly certified by the principal of the high school they represent. This certification will be shown on the entry blanks.

All entry blanks (IN DUPLICATE) must be duly certified by the high school principal and sent to the Chairman.

ARTICLE XIV

Disputes

Disputes sometimes arise through misunderstandings. All matters of this kind which the district or sectional managers are not in a position to decide should be referred to the Committee Chairman. Protests, to be valid, must be filed in writing with the Chairman of the General Contest Committee and duly attested by the high school principal. The Chairman's decision shall be final.

ARTICLE XV

Announcement of Contest Results

Section 1—District Contests

The results of all district contests shall be tabulated in such form as required by the Chairman and sent to him as soon as requested. The district manager shall send the results of the contest to all of the schools represented in the district.

Section 2—Sectional Contests

The results of all sectional contests shall be tabulated in such form as required and sent to the Chairman as soon as requested.

The sectional manager shall send a copy of the results of the contest to all schools represented in the section.

Section 3—State Contest

The results of the state contest shall be tabulated by the Chairman and a copy sent to each commercial department whose school has paid entry fee.

ARTICLE XVI

Schools Eligible to Enter State Contest

No school shall enter teams or individuals in the state contest without first entering BOTH district and sectional contests and winning eligibly to do so.

ARTICLE XVII

Substitution

When filling out entry blanks, the names of alternates must be submitted at that time without fail if substitution is to be made later.

The EXACT members of the teams as well as those who are to be ranked as individuals must be decided upon and entered as such before the time of the events in the district contest.

No change in the members of teams or those eligible as individuals can be made after the district contests are held, except by permission of the Chairman.

ARTICLE XVIII

Contest Managers' Responsibility

Contest managers shall familiarize themselves with the state rules and be prepared to advise contestants and teachers as to the eligibility rules, and be responsible for a fair and impartial contest conducted in accordance with the state rules.

ARTICLE XIX

Mis-Classifications

Mis-classification of entrants shall be sufficient reason for disbarment from contests for not less than one year. The General Committee shall have exclusive jurisdiction over such cases.

ARTICLE XX

Expenses of Contestants

It will be necessary for each school to bear the entire expenses of its contestants to district, sectional, and state contests.

Contest Rules

General Rules Governing All Typing, Shorthand, and Bookkeeping Contests

Protested Contestants

IF the standing of any contestants be protested, the contest manager may, at his discretion, allow them to go into the contest and, at its close, shall seal the work until their eligibility shall be determined. If the decision be adverse, the work shall be destroyed. If the contestants be found eligible, the work shall be graded and the results given their proper ranking.

Grading Papers

All bookkeeping and typing papers and shorthand transcripts shall be graded at least three times and signed by each person grading the papers.

Each school entering pupils shall furnish at least one checker to help with the grading of papers in the district and sectional contests.

Numbering Contestants' Papers

In order that the judges shall have no knowledge of the authorship of the contest papers that come to them for correction, the following method of designating contestants' papers shall be used:

Suitable blanks, IDENTIFICATION CARDS, will be furnished the contest managers with instructions for their use in designating contestants' papers by numbers.

No contestant is properly entered in any event without the use of the identification card.

(Continued on page 130)

Program for the Thirty-Third Annual Convention of the National Commercial Teachers' Federation

Hotel Fort Des Moines, Des Moines, Iowa

December 29, 30, and 31, 1931

Monday Afternoon

REGISTRATION

2:00 TO 4:00 O'CLOCK

Monday Evening

FEDERATION RECEPTION
Informal Reception

Entertainment

8:00 O'CLOCK
Dancing

Tuesday Morning

REGISTRATION

9:00 TO 4:00 O'CLOCK

GENERAL FEDERATION MEETING

9:00 TO 12:00 O'CLOCK

Call to order at 9:00 a.m. sharp

Assembly singing

Music, Des Moines High Schools

Invocation

Address by the Hon. John Hammill, Governor of Iowa

Response and President's Address, Paul Moser, Moser School, Chicago, Illinois

Musical Program

Addresses by Dr. Harry M. Gage, President Coe College, Cedar Rapids, Iowa, and by J. Murray Hill,

Bowling Green Business University, Bowling Green, Kentucky

FEDERATION LUNCHEON

12:15 TO 2:00 O'CLOCK

Reception to Past Presidents, Ramona Foster, presiding

Music

Address

Tuesday Afternoon

PRIVATE SCHOOLS DEPARTMENT

2:00 TO 3:30 O'CLOCK

Chairman, J. H. Kutscher, Oberlin School of Commerce, Oberlin, Ohio

Publicity and Business-getting Policies of the Private Business School, by Bruce Gates, President, Gates College, Waterloo, Iowa

Discussion

English as a Problem and a Project, by D. B. Marti, Lincoln School of Commerce, Lincoln, Nebraska

Discussion

PUBLIC SCHOOLS DEPARTMENT

3:30 TO 5:00 O'CLOCK

Chairman, C. L. Bailey, Rockford High School, Rockford, Illinois

Is the Teaching of Junior Business Training Receding, Advancing, or Drifting? by N. B. Curtis, Westinghouse High School, Pittsburgh, Pennsylvania

If You Had Adequate Funds, How Would You Arrange and Equip a Commerce Department in a Senior High School? by Clay D. Slinker, Supervisor of Commercial Education, Des Moines, Iowa

Is Office Machinery Changing the Scope of Commercial Education? by Miss Ray Abrams, Principal Boys' Commercial High School, New Orleans, Louisiana

Adjournment

SHORTHAND AND TYPEWRITING ROUND TABLE

3:30 TO 5:00 O'CLOCK

Chairman, W. C. Maxwell, Hinsdale High School, Hinsdale, Illinois

Broadening the Field of Typewriting, by Leon N. Neulen, Director Educational Bureau of Portable Typewriters, New York City

Power to the Nth Degree, by Minnie DeMotte Frick, Professor of Secretarial Training, Oregon State College, Corvallis, Oregon

Shorthand Demonstration, by Lucile McPherson, Central High School, Detroit, Michigan

Discussion

Business

Appointment of Committees

Adjournment

BUSINESS ROUND TABLE

3:30 TO 5:00 O'CLOCK

Chairman, Loyal G. Minier, Jefferson High School, Lafayette, Indiana

Combating the Inferiority Complex in the Training for Business, by Dr. Arthur E. Bennett, Dean of the School of Education, Des Moines University, Des Moines, Iowa

Discussion, led by Charles G. Reigner, President, Rowe Publishing Company, Baltimore, Lloyd L. Jones, The Gregg Publishing Company, and Mr. Dilley, School of Commerce, Drake University, Des Moines, Iowa

Adjournment

COLLEGE INSTRUCTORS' ROUND TABLE

3:30 TO 5:00 O'CLOCK

Chairman, M. E. Studebaker, Ball State Teachers' College, Muncie, Indiana

Correlation of the Work in the Departments of Education and Commerce in the Training of Commercial Teachers, by Dr. P. G. Packer, Dean of the College of Education, State University of Iowa, Iowa City, Iowa

Discussion, led by B. M. Swinford, Assistant Professor of Commerce, Ball State Teachers' College, Muncie, Indiana

The Demonstration School as a Part of the Commercial Teachers' Training Program, by Luvicy M. Hill, Department of Commercial Arts, University of Nebraska, Lincoln, Nebraska

Discussion, led by Jane Church, Department of Commerce, Illinois State Normal University, Normal, Illinois

Adjournment

PENMANSHIP ROUND TABLE

3:30 TO 5 O'CLOCK

Chairman, Rene Guillard, Evanston Township High School, Evanston, Illinois

Penmanship Objectives of the Private School Teacher, by John S. Griffith, Englewood Business College, Chicago, Illinois

Discussion

Adjournment

Wednesday Morning

REGISTRATION	9:00 to 4:00 o'clock
GENERAL FEDERATION MEETING	9:00 to 12 o'clock
Announcements	Community singing
Address by <i>A. W. Merrill</i> , Assistant Superintendent of Schools, Des Moines, Iowa	Presentation of Distinguished Visitors
Music directed by <i>Lorraine Waters</i> , Supervisor of Music, Des Moines Public Schools	
Address by <i>Dr. Clarence Bigelow</i>	
Principle Underlying the Organization of the Office Work of a Life Insurance Company, by <i>Horace W. Foskett</i> , Assistant Treasurer, Equitable Life Assurance Society	
Open Forum, conducted by <i>J. O. Mallott</i> , Specialist in Business Education, United States Bureau of Education, Washington, D. C.	
Business	Reports of Committees
	Election of Officers
OPEN FOR LUNCHEON GROUPS	12:15 to 2:00 o'clock

Wednesday Afternoon

PRIVATE SCHOOLS DEPARTMENT	1:45 to 3:15 o'clock
Chairman, <i>J. H. Kutscher</i> , Oberlin School of Commerce, Oberlin, Ohio	
New Courses to Meet Changing Needs of Business, by <i>J. Evan Armstrong</i> , President, Armstrong School of Commerce, Berkeley, California	
Discussion	
Beyond the Hooks and Circles, by <i>Goldina Fisher</i> , Gregg College, Chicago, Illinois	
Discussion	
Business	Election of Officers
	Adjournment
PUBLIC SCHOOLS DEPARTMENT	3:15 to 5:00 o'clock
Chairman, <i>P. O. Selby</i> , State Teachers' College, Kirksville, Missouri	
The Ten Persons Who Have Made the Greatest Contributions to Commercial Education, by <i>Ruth Hoadley</i> , College of Commerce, University of Iowa, Iowa City, Iowa	
What Preparation Should be Required of a Beginning Commerce Teacher? by <i>Earl W. Atkinson</i> , Duquesne University, Pittsburgh, Pennsylvania	
Should Commerce Teachers be Responsible for Placing Commerce Students? by <i>Orton E. Beach</i> , Manager Placement Bureau, Lowell High School, Lowell, Massachusetts	
Adjournment	
SHORTHAND AND TYPEWRITING ROUND TABLE	3:15 to 5:00 o'clock
Chairman, <i>W. C. Maxwell</i> , Hinsdale High School, Hinsdale, Illinois	
Problems in the Training of A-, B-, and C-Grade Stenographers, by <i>J. O. Mallott</i> , Specialist in Commercial Education, United States Bureau of Education, Washington, D. C.	
Suggestions for Overcoming Beginners' Difficulties in Typewriting, by <i>Eva M. Jessup</i> , Assistant Supervisor of Commercial Education, Los Angeles, California	
Discussion	
Business	Adjournment
BUSINESS ROUND TABLE	3:15 to 5:00 o'clock
Chairman, <i>Loyal G. Minier</i> , Jefferson High School, Lafayette, Indiana	
Address by <i>John E. Frederick</i> , President of the Indiana State Chamber of Commerce, the National States Chambers of Commerce, and the Kokomo Steel and Wire Company	
Discussion	
Adjournment	
COLLEGE INSTRUCTORS' ROUND TABLE	3:15 to 5:00 o'clock
Chairman, <i>M. E. Studebaker</i> , Ball State Teachers' College, Muncie, Indiana	
What Constitutes an Effective Student Practice Teaching Program? by <i>Ernest A. Zelliott</i> , Assistant Professor of Education, School of Commerce, University of Denver, Denver, Colorado	
Discussion, led by <i>Paul A. Carlson</i> , Director of Commercial Education, State Teachers' College, Whitewater, Wisconsin	
Research Studies in Commercial-Teacher Training, by <i>Dr. E. G. Blackstone</i> , Head of Commercial-Teacher Training Division, State University of Iowa, Iowa City, Iowa	
Discussion, led by <i>P. O. Selby</i> , Head of Department of Commercial Education, State Teachers' College, Kirksville, Missouri	
PENMANSHIP ROUND TABLE	3:15 to 5:00 o'clock
Chairman, <i>Rene Guillard</i> , Evanston Township High School, Evanston, Illinois	
Address by <i>Virgil Graham</i> , Woodrow Wilson Junior High School, Des Moines, Iowa	
Discussion	
Adjournment	

Wednesday Evening

FEDERATION BANQUET	NEW YEAR'S WHOOPEE	6:00 o'clock
Music	Surprises	Awarding of 100 per cent Certificates
Distribution of Exhibitors' Prizes	Inauguration of Officers	Adjournment
		Dancing

AN unusual program of diversion has been prepared by the Des Moines committee for the entertainment of the National Commercial Teachers' Federation this year. You'll not want to miss it after reading what is being prepared for you by way of "fun and frolic" as well as serious deliberation:

The reception that opens the Convention on Monday evening, December 29, will be more than a how-do-you-do, fishy-handshake

affair. A program of Western stunts including bronco busting, glass marble shooting, William Telling, roping and branding, and cross-ravine riding will be interspersed with stunts less typically American but no less interesting. Dancing will follow the reception, and every unattached lady will be supplied with a certified gigolo. The Mayor has muffled the fire bell, and curfew will not ring.

Tuesday noon the famous Federation

Luncheon will be the big attraction—at \$1.00 per plate, which is no small part of the attraction. The greatest wise-crackers in the Middle West have been secured for the occasion. A three-act play, "Johnny Comes Through," which will send thrills up and down the spines of all teachers of commercial subjects, will be presented by the Graphic Players. Astonishingly seductive music will play whenever speakers seem to be getting beyond control. Diamond medals of honor will be presented to all past presidents, and the Chief of Police will deliver an engraved silver-mounted gavel to the present presiding officer. Other things too expensive to mention will have their proper places during the meal, which will be good.

Tuesday evening the Chamber of Commerce will entertain members of the Association, first at a theatre party and afterwards at an old-fashioned barn dance. William Wigglesome, who won the National Old Fiddlers' Contest in 1929, will furnish the music as long as he

can. After that everybody will drink cider, eat pumpkin pie, and wonder how he will be able to get to the general session on time Wednesday morning.

The big WOW—the grand finale—the climaxing climax—the head of the procession—will be the New Year's Eve Party. It will begin promptly at 7 P. M. Wednesday night, December 31, 1930, and close promptly at 7 A. M. Thursday, January 1, 1931. What will happen is all a grand secret, but the committee in charge swears on bended knee that it will be *some* party. For the benefit of those who must leave town at eleven o'clock, the celebrating will take place early.

Bridge parties, midget golf, snow-balling, and other forms of amusement have been provided for visiting ladies who may not care to attend the solemn sessions of the Convention. The committee is still thinking. It is barely possible, they admit, that another idea or two may be born prior to the meeting.



Digest of Some of the Fall Conventions

SOUTHERN CALIFORNIA COMMERCIAL TEACHERS' ASSOCIATION, Glendale, California, October 18, 1930.

Sections:

Junior High School Round Table—CHAIRMAN, S. P. Gibbs, Vice-Principal, John Adams Junior High School, Los Angeles

Typewriting Round Table—CHAIRMAN, Margaret E. Keefe, University High School, Los Angeles

Junior College Round Table—CHAIRMAN, Bruce Clark, Fullerton Junior College, Fullerton

Office Practice Round Table—CHAIRMAN, Alfred Higgin, Orange Union High School, Orange

Commercial Clubs Round Table—CHAIRMAN, Mabel Murphy, Glendale High School, Glendale

Business Meeting, addressed on SOME OUTCOMES OF BUSINESS EDUCATION, by Dr. Ira W. Kibby, Chief of Bureau of Business Education, Sacramento

Officers:

PRESIDENT, John Rhea Baker, Glendale High School, Glendale

FIRST VICE-PRESIDENT, M. L. Pearson, Pasadena Junior College, Pasadena

SECOND VICE-PRESIDENT, Paul H. Mitchem, Manual Art: High School, Los Angeles

SECRETARY, Miss Mabel Teed, Glendale High School, Glendale

TREASURER, R. M. Richardson, Edison Junior High School, Los Angeles

BAY SECTION, CALIFORNIA COMMERCIAL TEACHERS' ASSOCIATION, Oakland, California, October 11, 1930. Chair-

man, Henry I. Chaim, High School of Commerce, San Francisco, California.

Speakers:

Vierling Kersey, State Superintendent of Public Instruction, BUSINESS AND COMMERCIAL EDUCATION; Lawrence N. Pease, Vice-Principal, Stockton High School, JUNIOR BUSINESS TRAINING; Blake W. Spencer, Shorthand Instructor, Technical High School, Oakland; Mrs. Esta Ross Stuart, Instructor in Typewriting, Berkeley High School, REPORT ON RECENT STATEWIDE TEST IN TYPING.

NEW ENGLAND HIGH SCHOOL COMMERCIAL TEACHERS' ASSOCIATION, Harvard University, Cambridge, Massachusetts, November 1, 1930. President, Ervin W. Engler, Lynn, Massachusetts.

Speakers:

GENERAL SESSION—John C. Baker, Assistant Dean, Graduate School of Business Administration, Harvard University, ADDRESS OF WELCOME; Dr. George M. Wiley, Assistant Commissioner of Education, University of the State of New York, THE PLACE OF COMMERCIAL TRAINING IN THE FUNCTION OF SECONDARY EDUCATION; Roy Davis, Assistant Dean, College of Business Administration, Boston University, THE STATUS OF THE HIGH SCHOOL COMMERCIAL TEACHER; Dr. John L. Tildsley, District Superintendent of Schools, New York City, WHY NOT GIVE THE BUSINESS MAN WHAT HE WANTS?

COMMERCIAL SECTION—Guy D. Miller, Springfield, Massachusetts, CHAIRMAN. Laura E. Carrigan, High School of Commerce, Worcester, Massachusetts, METHODS AND EXPERIENCES OF A PLACEMENT

DIRECTOR; *Frank H. Ash*, Bulkeley High School, Hartford, Connecticut, A STUDY OF THE GENERAL BUSINESS KNOWLEDGE OF HIGH SCHOOL SENIORS (based upon the administration of an objective test to all seniors in a group of nine schools; total students' tests 800); *Kelsey C. Atticks*, Head of the Commercial Department, of the Senior High School, Brookline, Massachusetts, INTEGRATION OF PENMANSHIP AND ARITHMETIC WITH JUNIOR BUSINESS TRAINING.

SECRETARIAL SECTION—*Rufus Stickney*, Boston Clerical School, CHAIRMAN. *Edwin M. Robinson*, A. B., Director of Office Training, College of Practical Arts and Letters, Boston University, SECRETARIAL TRAINING: WHAT AND HOW MUCH?; *Horace A. Edgecomb*, Official Court Reporter, Boston SPEED AND EXPEDIENCIES; *Dean Harry Seymour Ross* and *Prof. William Howland Kenney*, Emerson College of Oratory, VOICE TRAINING FOR THE STENOGRAPHER.

Gregg Standard Shorthand Tests for 1931

Interschool Contests

THE Gregg Standard Shorthand Tests are prepared every year by the Gregg Publishing Company for use in interschool contests. These tests are not to be confused with the monthly transcription tests furnished by the *Gregg Writer*. The Gregg Standard Shorthand Tests are sent only to authorized chairmen of contest committees upon receipt of definite information as to the name of the contest, the place, and the date on which the event is to be held.

The tests are mailed in sealed envelopes, to be opened on the day of the contest and in the presence of the members of the committee.

A complete set of Gregg Standard Shorthand Tests consists of seven business letter tests and seven literary matter tests marked for reading at 60, 70, 80, 90, 100, 110, and 120 words a minute. Three sets have been provided:

Set No. 1 for local, county, or subdistrict contests

Set No. 2 for district or sectional contests

Set No. 3 for state or final contests.

The Gregg Standard Shorthand Tests, with one exception, are all five minutes in length, and the material is selected from matter of ordinary difficulty. The 60-word tests all contain a total of 350 words.

A New Feature

The 1931 tests are broken up into five distinct divisions, each minute's division beginning with a new sentence. This plan has been adopted to meet the requirements for tests of less than five minutes.

How to Order the Tests

Orders should be sent to The Gregg Publishing Company, 270 Madison Avenue, New York and not to the *Gregg Writer*. Complete and definite information should accompany each order. In the past considerable difficulty

in selecting the proper tests has been experienced because of indefinite information about the state contest organization. This difficulty may be eliminated if contest managers will tell us whether the tests are wanted for a local or county contest, a district or sectional contest, or for a final or state contest. The date, place, and official name of the contest should be given, as well as any other information essential to the selection and mailing of the tests.

Rules

Although most states have adopted special rules for correcting and grading transcripts, each set of Gregg Standard Shorthand Tests is accompanied by a copy of the National Shorthand Reporters' Association rules for correcting transcripts. These rules differ slightly from the rules governing the correction of the monthly *Gregg Writer* Transcription Tests.

Special Tests

The Standard Tests have been prepared and published by the Company at an expenditure of considerable time and money, and it is sincerely hoped that they will meet the needs of all contest committees.

If in any case the tests are not marked off at the desired rate of speed the minute, the value of the graded subject matter and the convenient form in which the Standard Tests are printed will more than offset the extra time that will be required to re-mark them.

Contest committees will realize that it requires just as much time and effort to prepare a special set of tests for one district as it does for all the districts. When absolutely necessary, however, the Company will undertake the preparation of a set of special tests, provided they are given sufficient time—at least six weeks—in which to do it.

SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

THE announcement of the election in October of C. M. Yoder to succeed F. S. Hyer as president of the State Teachers' College, Whitewater, Wisconsin, was received with joy by his many friends, who have showered him with their congratulations on this well-deserved honor.

Mr. Yoder is a native of Illinois and obtained his elementary and secondary education in the public schools of that state. He was graduated from Valparaiso University in 1905 and later did graduate work at the universities of Minnesota, Wisconsin, and Ohio State.

With the exception of four years—two in Chicago, as principal of the Commercial Department of Gregg College, and two in the Minneapolis public schools—Mr. Yoder's twenty-four years of teaching experience has been in Wisconsin. For the past eleven years he has held the position of director of Commercial Education in the State Teachers' College at Whitewater.

Mr. Yoder is an authority in the field of commercial education, and has offered summer courses for teachers in the Ohio State University and elsewhere. In 1929 he was one of the official United States delegates to the International Congress for Commercial Education held in Amsterdam, Holland.

Mr. Yoder is a co-author in "Methods in Commercial Teaching," published by the South-Western Publishing Company. He is also editor of the official journal of the National Commercial Teachers' Federation, of which organization he has served as president and is now secretary.

While Mr. Yoder has an international reputation in his special field, he has always shown a keen interest in general education and has



Claude M. Yoder

President, Whitewater State Teachers' College

been an active member of national and state education associations for many years and served for one year as vice-president of the Wisconsin State Teachers' Association.

The honor that has come to Mr. Yoder is richly deserved, and we predict for him a highly successful administration. His election is not only a personal tribute but a tribute to commercial education as well, and it is therefore doubly gratifying to the entire commercial field. While other commercial educators have been promoted to high school principalships and city superin-

tendencies, Mr. Yoder is, we believe, the first to be elevated to the presidency of a state teachers' college.

MR. PAUL A. CARLSON, who has served on the faculty of the Commercial Department for the past twelve years, has been named director of that department to succeed C. M. Yoder, the newly appointed president of the College.

Mr. Carlson was born in Chicago, and received his elementary and secondary education in the public schools of that city and at the Unity, Wisconsin, High School. He is a graduate of the Stevens Point Normal School and the University of Wisconsin. He has also done graduate work in Economics at Oxford University, England, and in Education at the University of Wisconsin. During the World War he served in the Medical Corps as a member of the American Expeditionary Forces in France.

Mr. Carlson has a national reputation in the commercial education field as the author of the Carlson Bookkeeping Tests. He is also the originator of objective tests for book-

keeping contests. He is a prominent convention speaker on the subject of tests and measurements in commercial education.

Mr. Carlson has filled numerous offices in teacher organizations, among them: President

of the Palmer Penmanship Teachers' Association; president of the Wisconsin Teachers' Association; and president of the Department of Business of the National Education Asso-

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An Interview With

A Typewriting Teacher Par Excellence

By Goldina M. Fisher

HOW many typewriting teachers have trained a diamond medal winner? For the benefit of those who may not know, this means writing for one-half hour at the rate of 100 words a minute net.

Miss Bracher, head of the typewriting department of Gregg College, Chicago, has accomplished this feat and, incidentally, was herself awarded a diamond medal by the Underwood Typewriter Company for her part in training the winner. To prove that this accomplishment was not a mere accident, Miss Bracher has a list as long as your arm of typewriting students who, under her instruction, have won medals, typewriters, and every other conceivable prize that has been offered in past years as an incentive to superior typewriting achievement.

When the Remington Awards Plan was first introduced, Miss Bracher was head of the typewriting department at the Spencerian Commercial School at Cleveland. Her students that first year won more awards than those from any other school in the United States. Her share in the honors came in the shape of a trip to the Eastern Commercial Teachers' Association in New York City, with all expenses paid. There she met for the first time John Robert Gregg, who later was to play an important part in influencing her career as a teacher of typewriting.

Miss Bracher was graduated from Mount Union College, Alliance, Ohio, with the degrees of B.C.S. and Ph. B.

From the Spencerian Commercial School, she went to the Union Institute of Business, Cleveland, as head of the stenographic department. During the summer of 1928, she



Katherine Olive Bracher

took a trip abroad, which included the summer course at Cambridge University. Upon her return, Miss Bracher went to Gregg College, Chicago, to head the typewriting department.

Within the last two years, the typing students at Gregg College under Miss Bracher's direction have accomplished the following records:

Many higher Remington awards, including four Remington Standard machines, won in the Remington Accuracy tests—65 words a minute without error for fifteen minutes.

A number of Royal gold medals for 75 words a minute for fifteen minutes.

Royal portable for the highest perfect record in Illinois during a period of four months, and, also, a number of higher Underwood Awards. The climax to these accomplishments came in August, 1930, when Miss Wilma Warner Wildes, formerly of Portland, Maine, achieved the remarkable record of writing 100 words a minute for one-half hour, winning the Underwood diamond medal previously referred to.

At the International Typewriting Contest held this September at Richmond, Virginia, a young lady of seventeen, Miss Georgia E. Hale, of Chicago, who had received all of her typewriting training under Miss Bracher, finished in third place among the United States Novice entrants, and fifth among the World's Novice champions.

Miss Bracher, concluding the interview said: "In a cosmopolitan city the size of Chicago, the educational advantages are many, and students in this center of learning strive more diligently because of keen competition.

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A Few Words Among Ourselves

Answers to Some of the Questions You Ask Us

By Florence E. Ulrich

Editor, Gregg Writer Art and Credentials Department

"THERE are two divisions in our Commercial Department—Juniors and Seniors. The Juniors have just commenced the Manual; the Seniors finished the Manual last year and about half of 'Gregg Speed Studies' and 'Progressive Exercises.' They are now taking dictation, principally from 'Secretarial Studies' and on easy dictation material, and must obtain a speed of 100 words a minute by June. We adopted Gregg Shorthand last year as our standard system, and I have not yet used any of the test material in the *Gregg Writer*. I should like to do so, however, and wish that you would give me some suggestions on how to introduce it to both classes, and what I may expect them to accomplish in it. While I require my students to transcribe everything that they write, I find that they are more interested in 'getting speed' than they are in writing legible notes. How can I persuade them to give some attention to good notes?"

—Sister M. B.

O. G. A. Work Arouses Class Interest

At the beginning, students furnished with an incentive—especially if in the form of some concrete evidence of their progress, such as a certificate, pin, or other prize—can be counted upon to respond more readily than when urged merely by a discussion of the relative merits of good notes. Students are prone to regard executorial technique as a minor consideration in the study of shorthand—a sort of idiosyncrasy of the teacher—and not essential to stenographic proficiency. Quite naturally, shorthand means only one thing to them, *speed*, or the ability to get something down for what is dictated. In order to do that they know that they must first learn the principles for putting the shorthand signs together. They immediately conclude this to be of major importance, when, as a matter of fact, shorthand learning involves two basic operations—learning and applying the principles of the system, and building speed through coordination and control in the execution of the characters. An important part of the teacher's problem at the outset is to impress this upon her students. As Trader Horn says, "Dwell on it." They must be shown.

Thousands of teachers find that encouraging students to write good notes during the formative period is most effectively done by the use

of the O. G. A. and participation in the Annual O. G. A. Contest. "Sold" on the contest idea themselves, they begin early in the course to "sell" it to their students.

In every class will be found students who write good notes for the sheer joy of doing it; on the other hand, others will not care what their notes look like just so they can get something down for what is dictated. In a short preliminary talk on the fundamental importance of correctly written notes, tell your class about the Order of Gregg Artists, and particularly about the certificates, medals, pins, and other prizes to be won in the Contest announced in the December *Gregg Writer*.

Show Your Own Credentials

Show them the certificates and awards you have won. W. A. Rider, of the High School at Archbold, Ohio, had the right idea when he wrote us last year: "We have never tried for your awards in our class. So in order to get things started I thought it would be the proper thing to get the Senior Award in typing for myself first, and thus start the pupils in trying for them." If you do not hold our various certificates and pins, submit specimens of your work this month. There is no charge for examination of teachers' specimens. To the teachers that qualify, a certificate of membership and the gold pin will be given. This applies to both shorthand and typing credentials. A teacher thus provided with certificate and pin may show them to the students, explaining how they, too, may win them by a little additional effort.

Contest Work Develops Shorthand Penmanship

A systematic course in shorthand writing, using the penmanship lessons published in the *Gregg Writer* each month, the drills in one of the Gregg penmanship texts, or those you may have developed for yourself, should be incorporated in your teaching plan. If this work is introduced as preliminary to success in the O. G. A. Contest the class will accept it much more kindly—usually even eagerly! Penmanship drills may be effectively used in both the beginning and the advanced classes, but, of course, they must be modified to meet the demands of each. Drills that tend to develop expertness in phrasing with a maximum of

fluency, speed, and accuracy should be used in advanced classes; whereas, the development of basic habits in formation, size, and proportion of notes, and continuity and fluency upon which to build speed later on should be stressed in the beginning classes.

Help Your Class Practice

A question from another teacher, who is incorporating the O. G. A. work in her program for the first time this year, is:

"My students are becoming interested in the O. G. A. and want to try for membership. This is their question: 'Is it against the rules for the teacher to help us in our practice?' Would it not be a good plan to do some class drill before writing the test to send in?"

—L. W.

Most certainly teachers should help their students in the preparation of O. G. A. tests! As a matter of fact, we urge teachers to give the students all the help possible while they are practicing the O. G. A. test copy, in order that they may acquire as much skill as possible in writing it. Habits formed during this

practice period should be good ones, if the value of the O. G. A. is not to be entirely lost. Students will derive more pleasure, too, from the repetition practice afforded by the test, if they know they are writing correctly.

Do not allow students to waste their time and yours by practicing incorrect outlines and establishing bad habits of execution that must inevitably be overcome before any real progress in shorthand speed and accuracy can be made. To help you in directing the students' practice, we print a plate in this magazine each month showing the ideal form for the current O. G. A. test. The plan of dictating the tests, especially the Contest Copy, either in part or as a whole after a study has been made of individual outlines (you will find the shorthand version of the Contest Copy on page 144 is excellent for developing fluency.

What Is Your "Pet Plan"?

If you have a "pet plan" for practice on the O. G. A. Contest Copy, will you not write us about it? We are all interested in knowing just how you do it.

What Do You Think About These Questions?

(The following letter, received last month from Mrs. F. D. Smith, of the Monroe Junior-Senior High School, Rochester, N. Y., is presented here for your consideration and discussion. Will you please send your remarks direct to Miss Ulrich, in care of the "American Shorthand Teacher," 270 Madison Avenue, New York City.)

DURING the month of October I received copies of a forty-page booklet containing a course of study to fit the anniversary edition of the Manual and a deeply-orange colored sheet containing some information about pens and the new dictation books. At first thought these two booklets might seem to contain the answers to several questions that have come up during the past month, but I feel that it would be more satisfactory to have your answer or a discussion through the pages of the *Gregg Writer* or *Shorthand Teacher*.

Question 1. Which is most commonly used in business by the expert stenographer of the present day, the pencil or the fountain pen? Has that point ever been investigated? Wouldn't it be interesting to have a survey? If the class in beginning shorthand has started with pens and have been obliged to use them throughout their shorthand course, is there any advantage in introducing the pencil during their senior year?

Question 2. In the course of study booklet, the speed for beginning pupils was given at thirty words per minute on new material and forty on practiced. Since reading that outline, I have come in contact with several teachers who claim sixty words per minute on new material for beginning pupils and support

their claims with the statement that as long as the pupils can read back and transcribe, the condition and accuracy of the notes does not matter. What do you think of that statement and how well do you agree with it?

How well does shorthand skill that is not based upon correct theory and good penmanship carry over into later years under the stress of business? Of course I know that your first answer is going to be that the shorthand should be correct, but that does not take into consideration that shorthand is being taught all over the country today by teachers whose only ideal is speed and still more speed and more yet. I contend that the shorthand system that we are using is so perfectly prepared and so abundantly supplied with dictation material that has been carefully worked out and checked, that there is no reason why pupils should be allowed to work only for speed. That if a pupil is encouraged to do inaccurate work in a theory class, there will be no foundation later to enable him to recall the speed or ability that he once had if he should be obliged to work at some other phase of business for a time and then wished to return to shorthand.

In one of the talks at the last conference,

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EDITORIAL COMMENT

ON SUNDRY TOPICS

Why Have Junior Commerce or General Business Science Courses?

IT was not until a few years ago that the idea of placing general business information before boys and girls was accepted as good educational procedure. The reason for this is very obvious. The old curricula did not meet the needs of school pupils, and in the revision of all kinds of educational materials the voice of the business man was heard in no uncertain terms. Business people, especially owners and managers, not only want employees who have some desirable attitudes and appreciations concerning business, but they also want customers who are intelligent, appreciative, and sympathetic.

It is unfortunate that the commercial courses in the secondary schools of the United States have been so set up that the most desirable business subjects are not introduced until the high school course is almost completed. Nearly one-half of the boys and girls who drop out or are graduated from our secondary schools enter some commercial occupation. Out of every five boys and girls who begin in the first grade of school, only one ever graduates from high school. Only one in five stays in school long enough to get the desirable business subjects at the top. The commercial courses that have been offered in the junior high school grades up to the present have been technical and narrowly vocational clerical courses, largely designed for the boy and girl who have to drop out of school and go into work immediately in some junior commercial occupation.

Very little in the way of a general business course has been offered to the boys and girls who did not expect to take a complete commerce course in the secondary school. Routine clerical practice and the filling out of hundreds of business forms did not make much of a general appeal. We do know, however, that all school pupils are being educated in a business community; they will work, earn, spend, save, buy homes, rear families, and die in some business community. What is being done to meet this situation?

In the junior high school grades, the first semester of the commerce course ought to be in the nature of an omnibus trip through the field of business; then in the second semester the pupils should get off the "bus" and visit different kinds of business organizations, see office and industrial workers at their jobs, and try out as many occupations as possible. In other words, the first semester's work places the pupil on the customer's side of the counter, using the business services that are available in every community. The second semester's work takes the pupil behind the counter and allows him to see many people at work—those workers who provide the services that the pupil is already using as a consumer—and offers him numerous opportunities to try out different kinds of work.

Real standards may be used to measure any junior high school subject to determine whether it is worthy of a place in the school program. These standards are: (1) information, (2) guidance, (3) exploration, (4) foundational materials, (5) vocational practice.

The junior commerce course, as exemplified by "General Business Science" and "Projects in Business Science" (Jones and Bertschi), must contain reliable business information, approved by modern business men, and have all the earmarks of sound business procedures. It must contain the business information that is necessary for both consumers and customers. It must be good for the pupils who expect to become professional workers, for the girls who will become housewives and mothers, and for the others who will become industrial workers. The business community lies all about us, and it is sound education to provide business information that will assist boys and girls in making the adjustments to economic life more smoothly and more efficiently.

Also, since the junior commerce course is a logical extension of community civics and vocational civics, it deals more specifically with the guidance implications suggested by levels of employment, responsibilities, and re-

wards; with the opportunities, services, and educational facilities offered by business everywhere. The pupil should be an intelligent consumer on the customer's side of the counter and be taken behind the counter to see many people at work providing the business services he is already using.

In order to extend the idea of guidance, the pupil ought to be given exploratory experience by being taken behind the counter, where he not only can see people at work, but where he can also try out various kinds of jobs. The very essence of junior high school philosophy offers opportunities to taste various kinds of jobs, and helps to define and refine vocational preferences. In order to get the right kind of exploration, the pupil must be introduced to precise business practices, actual business forms, and accepted business procedures.

Exploration and practice in the junior high school grades are not given with the idea of making clerks, but they are given to allow boys and girls to decide whether or not they want to be clerks. It is just as good guidance for a boy or girl to decide not to follow the commerce course as it is for him to decide to follow it.

Then, too, the junior commerce course must lay a good prebookkeeping and prestenographic foundation; it must also be in the nature of an introduction to business English, commercial correspondence, commercial geography, intensive clerical practice, salesmanship, economics, business law, and commercial arithmetic. If the junior commerce course fails to meet all these requirements, then it can hardly be raised to the dignity of a place beside general science or general social science.

Exploration, however, necessarily involves precise practice. Our junior commerce course, therefore, must be good training for a job on the junior level of employment if the pupil must drop out of school. In fact, it is difficult to draw a clear line of demarcation between good exploration, adequate foundational materials, and precise vocational practices. But in meeting the vocational-practice criteria in a junior commerce course, practice is given with the idea that boys and girls can decide whether or not they want to go into that kind of work or to select some other kind.

The materials and the vocabulary of "General Business Science" were built about the educational and possible community experiences of boys and girls on the ninth-grade level. In fact, the first half of "General Business Science" is so organized that it also meets the requirements of the last half of the eighth grade. For the pupils, "General Business Science" is more than a textbook—it is a reading book, a source book, and a reference book. In order to meet the needs of the pupil on the junior high school level, the projects in "General Business Science" have been produced after many years of experiment and use. They recognize the fact that the pupil in the junior high school grades is not a philosophical or reflective thinking individual, but a doing and active animal. The projects provide activity material that stands the test of the five criteria mentioned at the beginning of this editorial.

As its name implies, "General Business Science" is intended to do for the great field of business what general science is doing for the field of science.

—Lloyd L. Jones.



What They Are Doing in Des Moines

MR. CLAY D. SLINKER, who, as director of the Department of Business Education in the Des Moines, Iowa, public schools, needs no introduction to the readers of the *American Shorthand Teacher*, has given us permission to publish extracts from a recent number of the "Business Education Notebook," a bulletin with which he keeps his commercial teachers in touch with the activities of the department.

The progress that has been made in educating the youth of Des Moines to meet the business needs of that city should encourage the faculty of other school systems to go out of their classrooms and into the offices of their community to find out what business training would best meet the needs of these offices.

The excerpts follow:

Last year we made a study of the kinds of business transactions carried on by parents of pupils in our secondary schools. That study will influence our teaching for many days to come. But it would be too much to expect that we have no reason for further investigations. Your director, with the assistance of a group of bookkeeping teachers, is carrying on investigations into modern accounting methods as used in Des Moines. Other studies are being organized and will be carried on during the year.

As a result of close contact with business employment conditions we believe that our teaching in the past has been definitely improved from the vocational standpoint. The very large number of high school graduates who go into clerical pursuits, according to reports we get from employers, are being more satisfactorily prepared for their jobs than in former years.

The desire to win is but natural, and when standards have been set up it is to be expected that teachers and pupils will cooperate to achieve the indicated

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High School

Cafeteria Accounting and Procedure

HERE is a copy of my latest and most thoroughly workable "Cafeteria Accounting Procedure" sheet. This is a specific instruction sheet on cafeteria accounting procedure. Above all—it is scientific—tried and proven, with six years' experience behind it.

The "What to Do and When to Do It" is a very important item. This work is turned over to corporation accounting trained students and at times partnership accounting trained students under the commercial director's supervision. With the definite following of the schedule, "What to Do and When to Do It," students carrying out this work come in with the finished product on the very dot of allotted time.

It took us considerable time to get the above all down to its present fine and microscopic state.

We are making MORE money these days—ever since September. WHY? Because we are reducing our food inventory at the end of each month to the very minimum. That is—to within \$40 and \$50 at the end of each month INSTEAD of \$120, \$132, or \$145, as has been the case in days gone by. TURNOVER of food is important. Other ends, of course, have to be watched at the same time.

1. See that all salaries, invoices, and monthly statements are paid by check by the Commercial Director by the 4th or 5th of the new month. See UNPAID file.

2. (a) Record entries from check stubs to cash book and post. (b) Record journal entries from the reverse side of check stubs to journal and post.

3. (a) See that cash sales of each day are recorded in stubs and that these figures agree with daily bank deposits per pass book and per bank statement of current month. (b) Record on receipts side of cash book and post.

4. Post from invoices and monthly statements, which should be checked in upper right-hand corner, directly to credit of Accounts Payable accounts, and to general ledger personal accounts for goods bought not to be sold, such as: 1. Napkins. 2. Soap. 3. Matches.

We were interested in reading in a recent issue of "School Feeding" this article by Mr. E. F. Burmahin, director of the Department of Education, and cafeteria secretary of the E. C. Glass Senior High School, Lynchburg, Virginia.

Mr. Burmahin is one of the consulting editors of "School Feeding." We are reprinting his article here, as we know it will be of interest to other commercial teachers who have charge of school cafeterias.

4. Straws. 5. Cleanser. 6. Washing Powder. 7. Super Suds, etc.

5. Before ruling cash book and after you have cash book totals in pencil, make (a) CASH PROOF of stubs and cash book; (b) make RECONCILIATION OF BANK STATEMENT, both on separate reverse sides of last two check stubs used; (c) check canceled checks in upper right-hand corner and check stubs of above checks on double line

near amount to indicate canceled checks. Use RED pencil. Make red check marks small and vivid on check stubs.

6. Preparation of list of inventories, accruals, and reserves. See list in front of journal. Cafeteria Director prepares Food Inventory List on closing day of month. Commercial Director prepares inventories, accruals, and reserves sheet on first of new month. Also recheck food inventory sheet on accuracy.

7. (a) Record Adjusting Entries in the general journal for the purchases, inventories, accruals, and reserves, and post these entries. (b) Make adjusting journal entry to record total purchases controlled through total of first and second columns of Cash Payment Journal. For purchases not controlled use a separate sheet. (c) List expense items charged off each on a separate line in the expense account in the General Ledger. (d) IMPORTANT: In case deferred inventory like soap, napkins, washing powder, cleanser, matches, super suds, does not appear on Inventories, Accrual and Reserve sheet BE SURE to close out this particular General Ledger deferred account. For every purchase returns and allowances two entries should be made.

8. Record all statements and trial balances on separate journal sheets found in Cafeteria Journal. (a) Preparation of Adjusted Trial Balance after adjusting entries have been posted.

9. Preparation of Statement of Assets and Liabilities.

10. Preparation of Statement of Profit and Loss. (a) Use actual purchase figures where statement reads ADD PURCHASES.

The Illinois State Commercial Contests

(Continued from page 118)

When Names Shall Be Attached to Papers

No name shall be attached to any paper in any event until after the final ranking of all papers in that event has been decided.

Handling Contest Material

Test material for all contests shall be sent to the managers so as to reach them at least two days before the contest. The matter shall be sent SEALED and shall be opened in the presence of the assembled contestants and teachers, just before the contest begins.

Dictation

The dictator shall be appointed by the contest manager. Two readers shall each have a copy of the dictation matter and shall follow the dictation in order that any deviation from the copy may be noted and checked.

Contest managers at each center shall provide a qualified dictator, a timer, a referee (the manager himself or herself) and a committee of examiners to check and grade the papers.

The contest manager shall report the results of the contest under his or her care to the Contest Chairman. Further instructions will be issued to managers, as such may be needed.

Points

Three points to first, two to second, and one to third, in the Sectional contests.

Five points to first, four to second, three to third, two to fourth, and one to fifth, in the State Final contest.

Special Typing Rules

Novice or Beginning typing event: Open to only those typists who never used a typewriter in any way prior to September of the year preceding a contest.

All novice typists shall write at one time in each contest. The same rule shall apply to advanced typists.

Number of Entries

Each school may enter only one team in each team event and not more than three individual contestants in each individual event.

No school shall be permitted to enter more than ONE typing team in the NOVICE events or in the AMATEUR events, and not more than THREE individuals in either the novice, amateur, or open typing events.

EXTRA HELP

The committee wishes to emphasize the spirit of clean sportsmanship and fair play in the contests. To this end it is suggested that students must not receive coaching from teachers such as extra dictation, bookkeeping tests, speed tests in typewriting, and extra help other than that which is given in regular class work until it is necessary to determine the representative members of teams and individuals.

It is the committee's desire to discourage the choosing of teams and individuals before the FIRST of March, with the purpose in view that all pupils receive like attention and instruction.

General Rules for Grading and Ranking Contest Papers

1—SHORTHAND

1. GENERAL RULE. In any transcript, each word omitted or changed from the original will be counted as an error.

2. MISPELLED WORDS. Each misspelled word shall constitute an error.

3. PARAGRAPHS and SENTENCES shall be dictated and each shall be considered an error when not indicated in the transcription.

4. All transcriptions shall be made in long-hand, except when the Chairman determines otherwise.

The use of dictionaries is not permitted.

5. In the 245-word dictation (70-word rate), $\frac{1}{2}$ of 1 per cent to be deducted for each error.

6. In the 300-word dictation (90- and 100-word rate), $\frac{1}{3}$ of 1 per cent to be deducted for each error.

7. Contestants must furnish their own notebooks.

8. Any system of handwritten shorthand may be used.

9. All contestants shall begin transcriptions at the same time and THIRTY (30) minutes shall be the maximum time allowed.

10. In case of teams, the general team aver-

age shall be used and only one result (average) recorded.

The TIME required for transcription shall be indicated on all papers.

If a team or individual event results in a tie, the ranking shall be decided by comparison of the average of TIME. For instance:

(1)		(2)	
Team Transcript	Errors	Team Transcript	Errors
Time		Time	
18	3	17	1
21	7	23	8
33	11	26	1
<hr/> 3 72		<hr/> 3 66	
Av. 24	Av. 7	Av. 22	Av. 7

Number 2 team with a net average time of 22 minutes would win the event.

If this should fail to decide the event, general appearance, correct outlines, and neatness shall determine the ranking of the papers.

2--TYPEWRITING

1. Contestants will be graded according to the Revised International Rules (average number of strokes per word).

2. Each test in typing shall be for fifteen minutes.

3. Contestants are requested to furnish their own machines but may use other machines if they are available.

4. All paper used in the typing events shall be 8½ by 13.

5. All machines should be on the stage at least thirty minutes previous to the opening of the contest, and must bear a tag with the writer's name and the name of the school represented.

If a team or individual event results in a tie, the ranking shall be decided by comparison of the average of errors. For example:

(1)		(2)	
Team Net Rate	Errors	Team Net Rate	Errors
45	7	44	1
50	9	50	6
58	17	59	13
<hr/> 3 153		<hr/> 3 153	
Av. 51	Av. 11	Av. 51	Av. 9

Number 2 team with an error average of 9 would win the event.

If this should fail to decide the event, evenness of touch, arrangement, and general appearance shall be considered.

3--BOOKKEEPING

Papers shall be ranked from two points of view:

Time Accuracy

TIME

The Median rank for time shall be 80 per cent.

The Median time shall be 35 minutes.

(Median time depends on length of test.)

For each minute less than 35 increase median grade 1 per cent.

For each minute more than 35 decrease median grade 1 per cent.

ACCURACY

Deduct 1 per cent from 100 per cent for each omission or error.

EVALUATION

Accuracy percentage 2 values

Time percentage 1 value

Take the average for final grade of contestant.

FOR EXAMPLE

The total accuracy score possible is 100 per cent. (This per cent represents the total number of questions.)

Jessie Brown	Time.....	41 minutes
	Errors	5
Time percentage		74
Accuracy percentage		95
Evaluation		95
		95
		74
		<hr/> 3 264
Final grade		88

If a team or individual event results in a tie, the ranking shall be decided by comparison of the average of errors or omissions. For example:

(1)		(2)	
Team Final Grade	Errors or Omissions	Team Final Grade	Errors or Omissions
96	12	94	15
94	17	93	17
89	22	88	25
<hr/> 3 279		<hr/> 3 279	
Av. 93	Av. 17	Av. 93	Av. 19

Number 1 team with an error or omission average of 17 would win the event.

If this should fail to decide the event, neatness and penmanship shall determine the ranking of the papers.

ELIGIBILITY OF CONTESTANTS

Section 1

Contestants, whether members of teams or competing individually, must be BONA FIDE PUPILS OF THE HIGH SCHOOL THEY REPRESENT, and scheduled for each subject entered in and successfully carrying at least fifteen (15) hours of work.

Section 2 Postgraduates

1. Postgraduates are not eligible to compete in any but the Open Class events and the Mass Typing.

2. Postgraduates who have attended more than ten semesters are not eligible to enter any of the events.

3. Contestants must not have reached the age of twenty-one (21) by the time of the state contest.

Section 3 Classification

There shall be THREE classes of contestants:

NOVICE SECTION: First-year students.

AMATEUR SECTION: Second-year students.

OPEN SECTION: No instruction hour restriction.

Contestants in the typing sections shall be classified as follows: Novice A and B, Amateur A and B.

Novice Section

Novice typing students who are scheduled for NOT MORE than sixty (60) minutes in this subject shall constitute CLASS A.

Novice typing students who are scheduled for MORE than sixty (60) minutes in this subject shall constitute CLASS B.

Amateur Section

Amateur typing students who are scheduled for NOT MORE than sixty (60) minutes in this subject shall constitute CLASS A.

Amateur typing students who are scheduled for MORE than sixty (60) minutes in this subject shall constitute CLASS B.

INSTRUCTION HOUR is understood to mean the SCHEDULED period.

The daily SCHEDULED class time for a typing student must determine his or her classification, regardless of the use made of this time.

Reference: By-Laws, Article XIX.

AWARDS Final Contest

CUPS: Schools ranking first, second, and third, with the greatest number of total points from all of the events.

ACCURACY AWARDS: Most accurate typing team in the Novice event having a net average of not less than 45 words per minute.

Most accurate typing team in the Amateur

event having a net average of not less than 60 words per minute.

Teams winning first and second places in the eight (8) team events.

Schools ranking first and second in the Groups of the Mass Typing event and to the first place in each of the classes of this event.

MEDALS: First five places in all individual events, and second and third places in the three-minute open typing event.

ACCURACY AWARDS: Most accurate typing paper in the Novice event having a grade of not less than 50 words per minute.

Most accurate typing paper in the Amateur event having a net grade of not less than 65 words per minute.

Total number of trophies, 30.

Total number of pins, 50.

Sectional Awards

PINS: Awarded on the basis of ACCURACY.

The THREE highest ranking papers in an event shall be considered for pin awards.

LIST OF EVENTS

(Applies to all district, section, and final contests)

No. 1. *Shorthand Teams*. Three to a team. Open to pupils who have not had more than 200 instruction hours. Rate of dictation 70 words per minute, 245 words in all. Paragraphs should be dictated as well as sentences. No other punctuation should be indicated.

No. 2. *Shorthand Individuals*. Open to pupils who have not had more than 200 instruction hours. Rate of dictation 70 words per minute, 245 words in all. Transcript rules the same as in Event No. 1. If a contestant in this event is also a member of a team competing in Event No. 1, the same transcript shall be ranked for both events.

No. 3. *Shorthand Teams*. Three to a team. Open to pupils who have not had more than 400 instruction hours. Rate of dictation 90 words per minute, 300 words in all. (Transcript rules the same as in Event No. 1.)

No. 4. *Shorthand Individuals*. Open to pupils who have not had more than 400 instruction hours. Rate of dictation 90 words per minute, 300 words in all. Transcript rules the same as in Event No. 1. If a contestant in this event is also a member of a team competing in Event No. 3, the same transcript shall be ranked for both events.

No. 5. *Shorthand Teams*. Three to a team. Open to pupils who have had not more than 400 instruction hours. Rate of dictation, 100 words per minute, 300 words in all. Transcript rules the same as in Event No. 1.

No. 6. *Shorthand Individuals*. Open to

pupils who have had not more than 400 instruction hours. Rate of dictation, 100 words per minute, 300 words in all. If a contestant in this event is also a member of a team competing in Event No. 5, the same transcript shall be ranked in both events.

No. 7. *Typing Teams*. Three to a team. Open to only those typists (Novice) who have never used a typewriter in any way prior to September of the year preceding a contest and who are scheduled for a class period of NOT MORE than 60 minutes each day.

No. 8. *Typing Individuals*. Eligibility requirements same as Event No. 7. If a contestant in this event is also a member of a team competing in Event No. 7, the same test paper shall be ranked in both events.

No. 9. *Typing Teams*. Three to a team. Open to only those typists (Novice) who have never used a typewriter in any way prior to September of the year preceding a contest and who are scheduled for a class period of MORE than 60 minutes each day.

No. 10. *Typing Individuals*. Eligibility requirements same as in Event No. 9. If a contestant in this event is also a member of a team competing in Event No. 9, the same typing test paper shall be ranked in both events.

No. 11. *Typing Teams*. Three to a team. Open to second-year typists (Amateur) who are scheduled for a period of NOT MORE than 60 minutes each day.

No. 12. *Typing Individuals*. Eligibility requirements same as Event No. 11. If a contestant in this event is also a member of a team competing in Event No. 11, the same test paper shall be ranked in both events.

No. 13. *Typing Teams*. Three to a team. Open to second-year typists (Amateur) who are scheduled for a period of MORE than 60 minutes each day.

No. 14. *Typing Individuals*. Eligibility requirements same as Event No. 13. If a contestant in this event is also a member of a team competing in Event No. 13, the same typing test paper shall be ranked in both events.

No. 15. *Typing Individuals*. Open to any undergraduate or postgraduate student, regardless of instruction hours. Other eligibility rules the same as for other groups. If any contestant in this event has competed in any other of the typing events, the same typing test paper shall be ranked for all.

No. 16. *Bookkeeping Teams*. Three to a team. Open to pupils who have not had more than one year of high school bookkeeping. Written test.

No. 17. *Bookkeeping Individuals*. Open to

pupils who have not had more than one year of high school bookkeeping. If a contestant in this event is also a member of a team competing in Event No. 16, the same written test shall be ranked in both events.

MASS TYPING EVENT

Two groups, with two classes in each group.

GROUP A. Schools with fewer than 40 regular typing pupils. Class 1. Pupils having not more than one school year or less of typing instruction. Class 2. Pupils who have had more than one school year of typing instruction.

GROUP B. Schools with more than 39 regular typing pupils. Class 1 and Class 2 same as for Group A.

RULES: Each school must enter ALL typing pupils, except those who began the work for the first time during the second semester. ALL must compete except those whose absence from the test is approved by the principal. Revised International Rules govern the markings of test papers, except that THE PENALTY IN THIS EVENT SHALL BE A DEDUCTION OF FIVE FOR EACH ERROR. Each pupil is to write TEN (10) MINUTES FROM PLAIN COPY. Material will be furnished by the Contest Chairman.

The test will be held at your local school on your own machines during the THIRD full week in April. All test papers should be carefully checked for errors, and graded by the teacher. Then they must be mailed to the Contest Chairman, so as to reach him NOT LATER than the following Wednesday. All test papers thus sent in will be audited by an Examining Committee made up from the faculty of Normal University. A school will be ranked on the basis of the averages in Groups and Classes.

BE SURE TO GIVE EACH PUPIL A NUMBER ON THE ENTRY BLANK. Keep a copy of the pupils and corresponding number and indicate same on their test papers. Only the number is placed on the test paper. Place list of pupils in Class 1 and Class 2 on separate blank forms as indicated, giving each the corresponding number on their test paper. An entry fee of \$1.00 for EACH school, regardless of the number of classes and groups entered, must be sent with the entry list to the Contest Chairman. This partially covers the Committee expense of printing and postage. Entry lists must be certified by the high school principal and the typing instructor. Unavoidable absences of pupils from this test must be vouched for by the principal before allowance will be made by the Committee in grading and ranking a school.

For the purpose of ranking schools, an arrangement of points will be made as follows: In each Group and Class the highest ranking school will receive 10 points; the next school 9 points; the next 8 points, and so on down; the 10th school receiving 1 point. If a class ranked fifth in Group A, third in Class 1 and ninth in Class 2—its total points would be 6 plus 8 plus 2, equals 16.

ELIGIBILITY: A school must have at least five (5) pupils in a class to be eligible to enter this event.

Suitable trophies will be awarded the highest ranking schools in the groups and classes.

Typewriting instructors are requested to see that sufficient postage is used when mailing the Mass Typing papers to the Chairman.

All commercial teachers are urged to take interest in these contests and enter pupils. Select the district and sectional centers most convenient and indicate your selection on the entry blanks.

ANYTHING NOT DESCRIBED in these rules and any question as to the interpretation of the rules shall be subject to the decision of the CHAIRMAN, and such decisions shall be final.



What Do You Think of This?

(Concluded from page 126)

the theory was advanced that a dictation class should take dictation from a poor dictator, should receive some poor English dictation, and some dictation from a dictator who interlines and backs up. How useful would such training be? Is it good pedagogy to train for the exceptional and unexpected situations? If the pupil has a limited time, say four terms of twenty weeks each to get all the shorthand training he is likely to have, is it not better to give him straight dictation and transcription work?

These are questions that I should like to see discussed in one of the shorthand magazines by teachers or some of the Gregg Company.



A Typewriting Teacher Par Excellence

(Concluded from page 124)

It is an inspiration to guide these eager seekers of knowledge and skill into the right avenues." Miss Bracher has found that interest in the subject and the ability and desire to work for an objective are the qualities apparent in winners.

School News

(Continued from page 124)

ciation. He is at present treasurer of the National Association of Commercial-Teacher Training Institutions.

Mr. Carlson may be counted on to carry ahead the progressive program in commercial education inaugurated by President Yoder. We congratulate him on his merited promotion.

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CONGRATULATIONS have been pouring in on Mr. John Robert Gregg ever since last June—first on the Doctor's degree in Commercial Science (C.S.D.) with which he has been honored by Boston University at their June commencement—now on his marriage in October to Miss Janet Fraser Kinley, daughter of David Kinley, former president of the University of Illinois. The ceremony was performed by the Rev. Harry Stagg, at the home of the bride's uncle, Mr. C. N. Cotton, at Gallup, New Mexico. Only the parents of the bride, relatives, and a few close personal friends were present. Mr. and Mrs. Gregg have now returned to New York.

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IN a recent issue of the *Oregon Statesman* we read a most interesting account about Professor W. I. Staley, proprietor of the Capital Business College, of Salem, Oregon.

Coming to that institution in 1890, Professor Staley has an uninterrupted record of forty years' service in the field of commercial education.

Professor Staley was born at Waterford, Kansas, and received his public school training there. He received his commercial training at the Cedar Rapids, Iowa, Business College, and his normal training at the Morrill, Kansas, Normal School.

The Capital Business College, of which he has been the sole proprietor for the past forty years, is the pioneer and now the only school of its kind in Salem. Associated with Professor Staley are Mrs. Ora F. McIntyre, Mrs. Mona Yoder, and Mrs. Lillian Ericson, each a specialist in the subjects she is teaching.

The names of the men and women who have received their training at the Capital Business College and now occupy positions of responsibility throughout the State of Oregon would fill a book.

In addition to his school duties, Professor Staley has always taken an active part in civic affairs. For the past twenty-two years he has been president of the Salem Y. M. C. A., and is a past president of the local Rotary Club.

May he have many more years of prosperity and service in the field of commercial education!

The Shorthand Course

Present-Day Trends in Teaching and Testing

By Elizabeth Starbuck Adams

I AM not concerned with the social, health, nor citizenship objectives that are involved in shorthand study. Those are mere sidetrack objectives. Let us take it for granted that any student who completes a two-year high school course in shorthand has developed a strong character, is likely to become a self-respecting and self-supporting citizen, and is presumably in fine health and "rarin' to go."

Objectives of the Shorthand Course

You all know that shorthand as taught in the business school is an intensive course, completed within nine months, as a rule, with a very stiff and definite standard of accomplishment. The speed standard of dictation is a fair one of 120 words and transcription just simply has to be accurate and up to a commercial speed. There is but one objective in the course—to reach a business efficiency standard in the use of shorthand. The course is a definitely functioning course, with uncompromising standards. Students who do not reach this standard are simply shoved into minor jobs. No school will recommend them for the high-capacity jobs. No school can afford to recommend an inferior student for a superior job.

In the high school, on the other hand, the course is not intensive. Moreover, there must be a sliding scale of accomplishment to accommodate the inferior student. Many students work only enough to "get by," in other words, to get a credit towards promotion, with the result that the teacher is carrying along a mixed group with no clear-cut objective other than that of getting a grade that will pass the student on into some other line of least endeavor. Each teacher of shorthand is working towards the elimination of this type of student from the class before the second year of work is reached. This student cannot be flunked but he can be considered as not reaching a "recommended" standard. He has earned his credit for graduation but he is not to be allowed to clog the terminal courses.

Now, this change is one highly to be recommended. Since high school students must work for credits, give the first-year shorthand students the credit. Restrict, however, enrollment in the second-year classes to those who have made a grade indicative of ability to

make good in the stenographic field. It is shockingly wasteful to have the terminal courses in typewriting and shorthand given to students who are quite unfit for business.

Shorthand in the first year appears to be quite a different subject, with quite different objectives, from shorthand in the second year. Spread over two semesters, elementary shorthand is more or less of an academic subject—almost a try-out subject. The tendency has been to make it an informational, recitation type of subject, forgetting that shorthand is a skill subject. It has been curious to see shorthand become a grammarian's pet, with emphasis placed on the recitation of the "six rules for using S" type of presentation, with dictation left for some far-off day, with transcription of notes simply not done, "because we have no time for transcription and there are not any typewriters for the shorthand students."

The New Emphasis

Now, with the keener realization of the value of business training, with better understanding of what constitutes economical skill training, with richer content that is more scientifically selected, it is going to be very difficult to stick to this grammarian's approach to shorthand. Even this first year of elementary shorthand is going to be real shorthand. To read and write shorthand are skills that are developed simultaneously, and theory is learned as a functioning process. The Anniversary Edition is but a reflection of what the best teachers of shorthand have been doing for years. It is practically impossible to learn a rule for recitation purposes from this book. This is to me the most significant trend in the development of shorthand teaching methods. You who know Mrs. Frick's work will appreciate this one feature of the new Manual in particular—the necessity of muscularizing, not memorizing, rules. Along with this goes the blended development of the various elements that go into shorthand skill. We are getting away from much dictation of highly familiar matter as being of any great worth. We are rapidly accepting the value of dictating each day the new, building by degrees readiness to respond to any spoken word with an easily built outline. We are realizing that this type of dictation removes a stumblingblock of fear that has heretofore acted as a brake

on the student. He becomes so familiar with the new, so used to building outlines to sound, that he slips from slow reaction to ever faster response with utter unconsciousness of increasing difficulty. This one trend alone makes the first year of shorthand very much richer in returns to the student. Within the limitations of speed imposed by lack of experience he is writing real shorthand that is just as effective as a reporting instrument as is the shorthand of the court reporter.

Business Objectives for the Second Year

He also knows definitely whether or not shorthand is his metier. The problem of proper training in transcription for this year of shorthand has not been developed as it should be developed. Now, during this first year we have been ambling along in the field of shorthand, but we have not been trying to make business operatives. If we are permitted to eliminate the dribblers, we may start on the second year of work with a definite standard as uncompromising as that of the business college. We can consider the course strictly a terminal course, ignore all consideration of credits, and concentrate every procedure to prepare definitely for the business office. We have no other purpose in this second year of shorthand—which, by the way, should be tied up with the second year of typewriting with just the same type of objectives. You cannot separate second-year typewriting from a business objective and justify it in the school program.

This second year of shorthand and typewriting—or stenography—might well be called Secretarial Science, and require a two- to three-hour programming. The content would then be organized around skill training in shorthand dictation and transcription, advanced business forms and development of typing speed, finally combined in the last blend of a strict secretarial course of varied activities and projects. Schools are doing exactly this thing under the old names of typewriting and shorthand, whatever the principal or superintendent thinks about the course. They are definitely preparing the student for the job. So, here we are back to our first topic of the objectives of the Shorthand Course. If you can find any others that are legitimate, let us have them!

Adult Courses

The trend that is most noticeable in the large city high schools is the tendency to offer a one-semester course in shorthand and typewriting for adults that honestly trains for the job. The work is very intensive, the students work all day on the two subjects, and they reach fine results in twenty weeks.

Tests and Awards

Now let us take up some phases of the various devices we all use in teaching.

What are they—these tests we all are talking about? Why do we give them? Is it so we may find out what is wrong with our teaching, or so we may kill off a few undesirables? Is our idea to give the student some help for advancement, or to give him a goal to reach? And what do we wish to test? Mental age, memory of outlines, recall of rules, reading ability, writing ability, endurance, ability to spell and punctuate, general intelligence? With many of us, I think the old idea of examinations persists, the conception that made the small boy weep because his teacher was to give him a "damnation" in school the next day.

Grading Tests

Any examination or test, no matter how poorly or ably constructed, no matter how skillfully or how poorly it is given, will result in papers that sort out from lowest to highest, with a midway point or median. That is why the biological curve of distribution has been called in to save the pupils from an unwisely constructed test. In any given test the students are ranked by the relative grades of the work without relation to a scale of per cents. The highest paper becomes the A-grade and the scores slip into place all down the scale. With such a scheme of grading the student suffers less from poorly constructed tests than he would if there were a flat uncompromising scale of 100 per cent from which he was scaled down according to the errors made.

Progress Tests

In the business schools the flat scaling is used because the quality of accomplishment is fixed and definite. The tests given must be progress tests—like milestones . . . passed one after the other. It is not failure to make a low grade; it simply means that you are not yet ready to pass that milestone—your shorthand muscles are not strong enough to make the grade. So back to the gymnasium for some more exercise and training.

Now, when we hear supervisors beginning to talk about promotion on accomplishment in shorthand and typewriting instead of promotion on hours spent in the classroom and a "passing" grade, we all know we are about to enter into a new era and we might as well begin to get acquainted with some sort of progress tests that will really be like milestones. They may take the form of objective

(Continued on page 142)

The Teaching of Typewriting

How Best to Learn (and Teach) Typewriting

By Harold H. Smith

Educational Director, The Gregg Publishing Company, New York City

(Continued from the November issue)

WE have already devoted several articles to the competitive test because it is the best known and, at present, most popular form of timed test. Much that has been said regarding the competitive test applies to all timed tests, but after all is said and done the competitive test is more a test of skill in the eyes of both students and teachers than it is a device for developing skill. This is always the case where no adequate method of correcting and recording results is in use. Under such conditions it is not to be wondered at that students go "speed crazy" and teachers become prejudiced against the timed test as a teaching device. No normal human being can resist the temptation to test his skill against that of his neighbor, but if his attention is always directed to the net result of his skill he will not overcome his weaknesses, except in a very unintelligent and haphazard manner. Hence, he will not improve his net result as rapidly as he might otherwise.

Other Uses of the Timed Test

Even with the aid of such recording and graphing plans as have already been suggested, the student has in no way exhausted the possibilities of the timed test. In the first place, the competitive test will not ordinarily be used more than once a week. There are at least four other practice periods, constituting 80 per cent of his practice time, which we want him to use to the best advantage. We know of no better device than the properly-handled timed test to insure this desirable end at certain stages of the course.

General Value of Timed Tests

The principal value of all timed tests is the powerful motivation which they provide to individual students. This is recognized in teaching many other subjects. Wherever skill is required, wherever speed, accuracy, and fluency are to be secured, there the timed test rules supreme as the best form of drill. Note, however, that drill must always be preceded by the development of new ideas or acts. The drill becomes the means of fixing the improvement.

As an example, take the case of a student who has formed the very bad habit of continually looking up from the copy to his work in the machine. If the habit is the outgrowth of a desire to control the length of line by his eye rather than by listening for the bell, provided, of course, the right-margin stop and bell are functioning, the student must learn two things, (1) to keep his eyes on the copy, (2) to listen for the bell.

The teacher who has a typing speed of 60 or 70 words a minute will understand at once that the student's problem is largely one of controlling his mind and fixing his attention on the right thing. She will make very clear to the student that he must get firmly fixed in his mind the positive ideas of (1) "Eyes on copy," and (2) "Listen for the bell." But with these, and constituting by far the larger proportion of the learner's problem, must be the negative ideas, the *inhibitions* of thought and action to which he has become accustomed when reading or typing similar subject matter. It is impossible to foresee all of these, but the student will certainly have to think—

1. Don't look.
2. Don't worry over that light letter.
3. Forget that misstruck key.
4. Don't think about the sarcastic remark so-and-so just passed.
5. Forget the poor mark the teacher said she'd give me.
6. Quit thinking about how fast I am typing.
7. The bell will ring. Don't look to see whether the line is nearly filled.
8. Don't worry about hyphenating the word properly. I can do it just as well mentally as by looking at it, etc., etc.

Literally hundreds of associations must be faced by the student *as he types*. Whether they affect his attitude or his skill, they must be handled by him either in the right or in the wrong way. Until he can learn how to inhibit these associations that hamper his progress he will remain a somewhat poorer typist than he should be.

To some extent he can learn how to handle these extraneous associations better while typing a competitive test; but usually his mind is fixed on just one thing—piling up a sufficient number of gross words with enough accuracy so that his *net rate* will place him as high as possible on the class list. What he needs is to set about killing off these useless

and hampering associations. He can only do that by working individually, first on short and then on longer units of typing, one line first, then two, three, and more lines.

The wise teacher, therefore, will see to it that such a student becomes aware of the need; that he gets a certain amount of individual and perhaps class drills in overcoming that particular weakness. Then, she will use short, timed tests to fix the incipient good habits, and gradually lengthen the tests until the desired habits are woven deep into the student's skill. It is the old idea of preparation, presentation, application, and drill, with the use of the timed test as a drill device coming only *after* the mechanism of the drill has been established.

Motivation is more complete and the co-operation of the individual student more intelligent when adequate recording methods and self-criticism are made a part of any plan in which timed tests enter. These heighten his *knowledge* of what he is actually doing and improve his *attitude* by making satisfaction and dissatisfaction more vivid—all in harmony with basic learning principles. *Skill* cannot be properly developed without paying attention to such knowledges and attitudes. They give meaning and force to every learning effort.

There are other general values in the use of timed tests. Wherever individual motivation is high, we may expect to find class motivation and spirit high. The good teacher will use this motivation aright, as a means to an end, and not as an end in itself. In other words, she will build class interest around the interest in timed tests, branching off from them to the practical applications of typing as the course proceeds.

Specific Values of Timed Tests

1. By using the proper length of timed test the teacher can absolutely control the duration of a student's learning effort on each phase of his improvement. She can to a large degree determine the direction of that learning effort by simple suggestion and manipulation of the procedure leading up to the timed test, and by a wise selection of the subject matter of the test itself.

Short tests should always be used in the early stages of improvement of any phase, whether it be mental or manual. A quicker return of the carriage can be learned more readily by typing a short word at the end of the line, returning the carriage and typing a short word at the beginning of the next line, than it can be learned by the continuous typing of straight matter with or without timing. After some improvement has been noted, two lines may be undertaken; then three. Gradu-

ally such tests will extend from a few seconds to a minute or more in length.

Long tests should follow shorter ones, the student having but one major aim—to fix the improved habit as a part of his regular typing skill.

The illustration might have been one relating to accuracy or rhythm, to the position of the hands on the keyboard, or to stroking technique. The procedure would be just the same as far as the length and arrangement of the timed tests are concerned.

An Example

The clever teacher will not always tell students what is in the back of her mind when she announces a minute test, let us say. We know that most typists have a habit of "letting down" after an extremely brief period at the beginning of a test. The teacher will give several minute tests on a piece of matter until it becomes familiar. She will announce another minute test, but will call "Time" at the end of the half-minute. Without discussion, she will announce another minute test to start from wherever the students left off. They will space up so as to show where the first test stopped and the second began. She will then call "Time" at the end of the next half-minute. Usually it will be found that the students get farther on the two half-minute tests than they previously did on the minute tests on the same material. Why? "Let down." The teacher has created a situation which proves her point, and in such a way as to carry complete conviction to each student.

The same type of surprise test can be used in checking accuracy, or steady fluency. The idea can be extended to five-minute and longer tests, although it may have to be conducted over several class periods.

Short Tests Develop Speed

2. Short tests are particularly helpful when an improvement in speed is the immediate aim. The really intense effort that an increase in speed demands produces great fatigue. It disrupts the mental and physical controls which are geared to the expenditure of less effort. Short tests permit the student to make necessary adaptations for these faster responses of mind and hand. As in everything else, speed is largely a matter of increasing the energy—horsepower! The powerful, though snappy, blow must be encouraged even at the expense of puncturing the paper with the comma and period. Please don't remind us at this juncture that business does not sanction such heavy stroking. We are now discussing how to improve fundamental typing skill. It is a matter of *correct instruction standards*—to get

results. When we have developed the skill and got it under control, we shall modify the stroke and speed so that our practical production of twenty carbon copies or of a single page of manuscript on thin paper will comport with *accepted office standards*.

Long Tests Help Accuracy and Fluency

3. Long tests are particularly helpful in developing accuracy and steady fluency. The student settles down more on a long test and thereby develops the positive mental controls that determine accuracy and steadiness. Here again, however, the quality of the learning is gauged almost entirely by the vividness of the student's aim. The teacher is responsible for seeing he has a correct and vivid aim. Too many timed tests are taken without any other aim than "Let's take a test." Ridiculous, you say? Yes, pitiful; and *true*. What golden opportunities we sometimes let slip!

What Material to Use

4. The selection of material for timed tests is a vital matter.

Short words encourage speed, accuracy, and fluency, if the student types intelligently.

Long words encourage the improvement of concentration, attention, accuracy, and, to a lesser extent, fluency.

Familiar matter encourages speed, accuracy, and fluency. It enables the typist to set up and control new mental habits that will increase his skill. Such familiar matter practice should be mostly on short paragraphs and little of it on special "speed" or "alphabetic" sentences.

One advantage of familiar matter that is often overlooked is the facility it gives the typist in the control of inhibitions. By very reason of the fact that the matter is familiar, he finds himself anticipating sometimes the right and oftentimes the wrong word or phrase. These anticipations must be controlled. Likewise, he is more apt to let his attention wander on familiar than on new matter. The good time he had last night or the one he expects to have tomorrow night may intrude upon his languid effort to copy something "assigned" by his to-be-obeyed instructor. Errors are likely to creep in. Certainly his speed will suffer. He will learn that these ideas must be inhibited; and if he gets another opportunity to copy that familiar matter under time, his control of his inhibitions will be much more effective than if he is working on a piece of new matter. The gain is on the side of superior mental control—a contribution to his mental skill. Who argues that typing does not train mind as well as hand?

New matter helps particularly on the mental

side. It encourages concentration and attention to the stroking. It tends to curtail speed somewhat, however. The fear of running into a difficult combination with too much speed is ever present. General fluency should be aimed at, of course, but it is well to encourage students to stop stock-still if they face an uncertainty in fingering new matter. Generally, new matter should be typed at a rate of speed below one's best rate. This will permit of improving accuracy and fluency.

Matter composed of words of high frequency will encourage the development of speed after the student gets over the individual-stroking stage and begins to develop his ability in handling combinations.

A high degree of accuracy and fluency should also be sought on such matter. Most routine business letters are examples of this type of work, especially after the typist becomes accustomed to the limited vocabulary of a particular office.

Conversely, matter composed of rare or less frequently used words will call for more work on the individual-stroking level and will cut down speed. Both types of matter should be used, but always intelligently and with purpose.

Position of the Timed Test in the Course

Speaking generally, the timed test may be used wherever motivation to intensive effort for speed, accuracy, and fluency is desired. It is a splendid teaching device in every part of the typing course whether in the development of fundamental typing skill or in training for practical office production. It should predominate as a teaching device in the early part of the course immediately after the student becomes able to find his way about the keyboard because it offers the finest opportunities for the development of continuous typing skills and leads most rapidly to the highest level of typing skill—the ability to record thought on the machine.

This phase was considered at length in the article published in our issue of September, 1930. We also brought out in that discussion the value of using the timed test and other continuous typing practice throughout the course with due regard to the expressed and implied needs of the students who are being trained.

In our article in the October, 1930, issue we further discussed the place of the timed test in the practice period, and we shall not repeat what was said there. Let us remind you, however, that all timed tests belong in the step known as *drill* and should in all cases be preceded by

1. Intelligent recall of mental and manual skills

2. Definite improvement of one or two phases of these skills

3. Sufficient practice to insure that the improvement can be carried over into the timed-test effort with a fair chance of its being fixed permanently.

It is perhaps unfortunate that we speak of this device as a *test*. The term is a natural outgrowth of its use in connection with speed contests, from which it was derived, but it leads easily to misinterpretation by teacher and student alike. It is really *continuous typing practice* as distinguished from *stroking* or *word practice*. If we could think of it in this light we would be able to straighten out our own ideas and help students to be more intelligent in their practice efforts.

A general outline of class procedure through the recall, improvement, and test stages of any particular practice period was given in our article in the October, 1930, issue. This procedure applies except where a period is entirely taken up with short, timed tests. The timing of such brief efforts may well be scattered throughout the period with specific, individual improvement practice and teacher-help interspersed freely as the need arises. This is in harmony with the teaching principle that a thing is best learned when its need is most clearly recognized. The master of the art of teaching will be exceedingly keen to perceive these needs and create situations which will force the students to perceive their needs, following such action immediately with suitable improvement practice and more testing to fix the improvement.

A Suggested Schedule

Most teachers will prefer to introduce short, timed tests first, gradually leading up to the fifteen-minute test. The writer personally has used much longer tests in school work, at various intervals, but realizes that in most schools the fifteen-minute test represents about the maximum length of test.

It should be borne in mind in this connection that experience shows that tests of less than fifteen minutes in length do not call upon the reserve energy of a typist and are therefore not as resultful or as meaningful as longer tests. Short tests represent the short dashes in athletic meets. Long tests represent the distance events. We are training typists for "distance" work in the daily grind of the office. A well-rounded program which will train the student for the early attainment of this goal is therefore suggested.

The First Few Weeks

The timed test will be conspicuous by its absence from the portion of the course in which the student is learning individual-strok-

ing, reach-stroking, and shift-stroking movements. This is largely because the duration of the learning effort is necessarily so short that it cannot be easily measured. However, to all intents and purposes it is used whenever the teacher demonstrates a stroking movement and asks the student to execute the same movement in the same way. The element of time (speed) is inseparable from any movement.

Similarly, in the learning of combination movements, frequent words, etc., the timed test cannot be used to advantage for the same reason. If the teacher times the class on the writing of a line of one word, unless the stroking is absolutely balanced, as in the word *the*, the student must work at a lower speed and with a somewhat different fluency than he would use were he typing the word under the most favorable circumstances that sometimes prevail in straight matter. Hence, he is getting practice in typing it below his best rate. Further, the situation is not a *real* one because he will never have to type a line of any given word continuously in practical work. From the point of view of instruction and production both he is engaged in undesirable practice.

Continuous typing practice commences with the typing of a series of two or more different words. How to attack this kind of practice was discussed fully in our articles in the December, 1929, January, February, March, June, and September, 1930, issues of this magazine. The methods and devices referred to should all be utilized by teachers and students in the work that precedes the timed-test portion of the practice period. When the timed test is used it should be with a singleness of purpose and a clarity of aim based on the needs of the individual at that particular moment. This can best be accomplished through student self-criticism, but many opportunities are offered where the teacher can suggest to the student certain aims a moment before he undertakes his test, so as to insure right direction of effort. The teacher must be careful, however, not to suggest too many aims before a test. One is usually enough, but allied aims, such as "Keep your eyes on the copy" and "Keep the carriage moving with a steady rhythm" may often be linked together. In general, also, a suggestion to inhibit something should be coupled with a positive suggestion of what to do to offset the temptation. For instance, "Don't worry about making an error. Hold your hands closely to the keys and make each stroke a positive, squarely-delivered one."

As soon as the student has been introduced to the idea of continuous practice and has had some experience in it he should be submitted to short, timed tests not longer than a minute each. As in the competitive test, turn his attention immediately to his accuracy after

the test is completed. Depending upon the purpose of the test, speed and fluency should be checked after that.

As soon as the student knows how to handle continuous practice he is ready for paragraph work. Sentence practice is merely an approach to paragraph practice. It will probably continue for some time to fill up our typing texts, because so many teachers do not *teach* type-writing and students must learn by themselves. In that case, the formal exercise made up of so many lines of each sentence is a requisite. Much more interest attaches to paragraph work, and its early introduction is justified by that alone.

As soon as paragraph practice starts, we can use tests ranging from one to fifteen minutes in length. The average teacher will prefer to lengthen the period of the test gradually, but it is safe to say that five-minute tests should be given within one or two weeks after the keyboard work has been completed.

The Remainder of the First Semester

Perhaps a week or two will have to be devoted to accustoming the student to the new routine required by these gradually lengthening tests. During this time the Record Sheet and Graph should be commenced. (See the October and November, 1930, issues of this magazine.) All tests of five minutes or longer should be recorded and graphed.

From this point on we suggest a weekly schedule, with indicated variations:

Monday. Brief warm-up for accuracy and fluency. A 15- to 25-minute test for accuracy. Variable length and number of tests. Use 1- to 5-minute tests to *recover* accuracy in extreme cases.

Tuesday. Complete warm-up. A 15-minute test, familiar matter, for needed improvement of speed, accuracy, fluency, or other phases of technique. Variable as to length and number of tests in the period.

Wednesday. Complete warm-up. Devote today or Tuesday to short, timed tests on new and familiar matter for various stated aims. A day for *forcing* improvement in necessary phases of skill.

Thursday. Follow through warm-up with 15-minute test for accuracy and fluency on new or familiar matter. Aim to *fix* the gains of the week.

Friday. Brief, thorough warm-up. A 15-minute competitive test on new or familiar matter, guided by the individual student's needs. Aim: to demonstrate the *best composite results* of which each student is capable. Class record sheet to be drawn up early the next week and posted. Organize real competition between classes or class groups. Introduce any device that will emphasize this.

(NOTE: In this section do not devote more than one full period a week, as a rule, to short, timed tests. Tuesday and Wednesday are the best days.)

This weekly program should be maintained until a fundamental continuous typing skill of from thirty to forty words a minute net is

attained. It is better to continue it until the continuous typing rate ranges between fifty and sixty words a minute net. However, individual differences and the exigencies of the situation must be considered and plenty of time must be set aside for the training in practical applications—business correspondence, etc.

After the Introduction of Practical Commercial Typing

Practical typing of manuscript and business correspondence should be introduced gradually. This serves the double purpose of making the learning of new elements easier and at the same time keeping the student aware of his continuing need for improvement of fundamental skill.

The suggested weekly plan may be altered by introducing practice on manuscript and business correspondence on Tuesday and Thursday, or on Tuesday and Wednesday; using the other days as described, except that the Wednesday or Thursday practice period will have to be devoted to short, timed tests for specific improvement of technique.

In the Second Semester

After this plan has been in operation a few weeks, say after 100 or 120 total hours of typing practice, many teachers like the shorthand students to commence transcribing. This is a progressive and laudable idea. Naturally, one cannot have one's cake and eat it too, and so we shall have to give up a third period to this kind of work, leaving only two periods a week for regular, timed tests.

These should come on Thursday and Friday, the latter always the competitive test day; and the other utilized for short tests or a longer, accuracy test, according to the teacher's judgment.

It is usually possible to maintain at least two periods a week for fundamental skill development, using the timed test as the core of this effort throughout the remainder of the second semester, or until a total of approximately 200 hours has been devoted to typing practice.

The Remainder of the Course

Plan on one period a week, Friday preferred, for a weekly competitive test. This keeps the student's attention fixed on the need for improving his fundamental typing skill.

Now and then take another period off and work on short, timed tests for speed, accuracy, fluency, or specific improvement of technique. These furnish an interlude to practical work

and make students feel their responsibility towards their skill more keenly.

If individual graphs are kept from the beginning of the timed-test period, it is well to make a summary graph now and then, taking the showings made on competitive tests, or others made at regular intervals, and plotting them on a separate graph to bring into relief the progress the student has made. It pays to take time off to make the student aware of what he has done and thus give him food for thought as to what he should be doing.

Throughout the course the teacher should attempt to win the intelligent coöperation of the student, to the end that he may know *what to practice and how to practice*. All of

the art of teaching, with its methods and devices, comes down to that. For practical purposes, the art of teaching is thus seen to be of far greater importance to the teacher and student than the science of teaching. The one is concrete, the other abstract. We can help the student only through the concrete things we suggest and do. We can pick and choose between these concrete things on the basis of our abstract science, but let us never make the mistake of offering him a stone of abstract principle for a loaf of concrete suggestion or action.

The timed test, rightly used, is one of the most helpful, concrete devices at our command.

(To be continued next month)



Present-Day Trends in the Shorthand Course

(Continued from page 136)

tests, of completion tests, of true-false tests, but I doubt it. Tests of this sort have been the pets of the departments of education in the universities throughout the land for some years, and the chances are that something more effective is to spring up. Dr. Morrison has created a stir with his insistence that "Mastery" is the only objective in study. We now have to work out such tests as will indicate mastery of elementary stages in shorthand and in typewriting. (I never can separate the two subjects in any philosophical discussion.) It is up to all of us to use common sense and coöperation and understanding of shorthand and understanding of the students learning shorthand, and devise proper progress tests. With the Anniversary Manual we have a finely organized content for just this sort of procedure.

With "Progressive Exercises" now available in the book and loose-leaf form, we have simple, carefully-graded tests to be given within fifteen minutes that definitely check the quality of the student's assimilation of shorthand theory. With the abundance of shorthand plates in both the Manual and "Speed Studies," it would be very simple to organize transcription tests of this nature.

A Few Suggestions

1. *Reading Ability Test* (this might be called a Transcription Test, if you prefer). Assign Exercise, either the last reading exercise in a Lesson or a similar exercise in "Speed Studies." Give following preliminary directions: Read through this exercise at least twice before you come to class; as many more times as you want to. Note spelling and punctuation. Look up in the dictionary any words about which you are not quite sure.

At the time the test is given use the following type of directions: Write this exercise through (longhand or typing, according to the conditions), taking care to use correct English. Go as fast as you can without making errors. As soon as you are finished, get the time from your teacher. Note the number of minutes. Total the number of words you have written. Deduct one word for each error of spelling or any other kind. Divide the net total by the number of minutes used in writing the exercise. The result is your net speed in transcribing.

If you want a specific grade in percentages, instead of letting the student compute transcribing rate, simply deduct 5 per cent from 100 per cent for each error.

2. If you want to give a *recall test* on word-signs you can do it in various ways. You can dictate a list of fifty words and check the outlines. You can give the students lists written in shorthand and check on the longhand. It is best to use a short time limit (ten to fifteen minutes) to force action.

3. If you want to test *ability to write shorthand*, dictate a simple letter and have it transcribed. Each one of these tests is limited to one phase of shorthand skill. All tests should be short and in a form to be corrected, if possible, by the students as soon as finished. I suggest scoring by points rather than by per cents, and giving school grades on some scale of points made. In the booklet, "Timely Transcribing Training," page 9, you will find a typical scale of this sort for scoring the transcribing skill.

If you are an addict of word lists, you will find the "Vocabulary of the Anniversary Manual" helpful. Indeed, it is very useful in

(Continued on page 152)

Marking the Vowels

(Concluded from page 116)

At the same time, that is, at the very beginning, we strive to develop an artistic appreciation of outline. As soon as the students' acquaintance with the different strokes will permit, I point out the scientific, artistic, and theoretical relationship of the strokes one to the other, and practically as soon as the first blackboard dictation is begun, when they are ready to "read back," they are required to change places and read from one another's notes. Incidentally, I should explain that such a proceeding does not tend towards a disorderly classroom, for the students merely step to left or right and simply remain there for the next "take." To all of you who may not have tried this method I strongly suggest that you do so. You will not be required to watch very closely to see what happens, because when a student with any scholastic pride whatever realizes that she can neither read another's notes nor another read hers, many of those "frank office conferences" are joyfully abolished.

Then too, we encourage class criticism—constructive criticism, which has never yet resulted in hard feeling, but rather in an alertness and a certain frankness which are hardly gained in any other way. For instance, the students themselves decide which writer's outlines are the best—and *why*. Often the instructor is obliged to point out the weakness in judgment, but that only further strengthens the technical points.

And have you sensed what else happens?—an advantage of no mean importance: Although memory is worth something, the students soon learn to depend absolutely upon straight, correct, honest-to-goodness shorthand theory; if necessary, they can transcribe one another's notes. Furthermore, although I have a stenographer, I need no dictaphone, for when I can sandwich in a little extra dictation I dictate "to myself," placing the notes in the file of any certain student. It is then *her* responsibility to examine her *own* file at the very beginning of every typewriting laboratory period and to transcribe as soon as possible whatever she finds there!

Time Saved for Essentials

I recall that circumstances once brought me a student—a high school graduate—with a fair understanding of phonetics who had, a few weeks previously, had the first three lessons in theory. And oh, how she dreaded continuing the work! Here was one more opportunity, under entirely different conditions, to test whether my experience and classes were special cases.

Since the class was several lessons in advance, I had to give her special tutoring through a few lessons. So we began at the first of the book—*without* the vowel markings. She immediately noted the different method, and before we had finished the second lesson she was an enthusiastic student, declaring that her assignments were prepared in half the time and with real pleasure and that the different method saved her reputation as a student and, to her mind, the reputation of Gregg Shorthand.

Of course, all exercises must be read and re-read, written and re-written, practiced and re-practiced a sufficient number of times to fix indelibly on the students' minds not only the outline, but the *combinations* of outlines; also to develop reading fluency, manual dexterity, and word-carrying faculty. This cannot be accomplished without a great amount of memory work—the very reason that we should keep mental handicaps at a minimum and hold the interest by reading *new* material instead of repeating the old a needless number of times.

The amount of practice work required must necessarily vary, not only with the different classes, but with the aptitude, ability, and attention of individual students in the same class—another problem that must be worked out and adjusted by the teacher and made to fit his own needs at the particular time and place. The point is to "get it across" to the students that they, themselves, decide the amount of practice work needed. *The outline must be mastered whether the mastery requires one or one hundred writings and readings, for this mastery is the very foundation of shorthand!*

Discussions Welcome

Although I may formerly have, left beaten paths and pioneered in a method which placed me in the unpopular minority, I can now continue my teaching in primarily the same way—as to methods. I do not question whether I did anything either old or new, ordinary or extraordinary, cowardly or courageous. I just got results! I simply solved one of my own problems, which is something which every teacher must do. For that reason I would not be so foolish as to say that every teacher could present the subject better in my way. But I do recommend it to any teacher, and would heartily welcome letters and discussions personally, or through these columns. I shall be especially happy should this article prove of benefit to any teacher who perchance is worried with "The Marking of the Vowels."

O. G. A.
ANNUAL CONTEST COPY

DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

Wealth in Rare Christmas Seals

By A. Schaeffer, Jr.

A valuable stamp collectors' item, a decoration for holiday packages and letters, and ammunition in the fight against tuberculosis are²⁰ the varied rôles filled by the bright little holiday stickers known as Christmas Seals.

Each year they make their appearance⁴⁰ between Thanksgiving and Christmas. Sold for a penny each by the fourteen hundred affiliated tuberculosis associations of the United States,⁶⁰ they provide funds that enable the fight against tuberculosis to continue for another year.

The inventor of the Christmas Seal⁸⁰ idea was the late Einar Holboell, a clerk in the post office at Copenhagen, Denmark. While he was watching the¹⁰⁰ huge flood of holiday mail pass through his hands and wondering how money might be raised for a sanatorium for¹²⁰ children, which Copenhagen sorely needed, he conceived the idea of a special stamp that could be sold for a small¹⁴⁰ sum to decorate Christmas letters, cards and gifts, the money raised in this way to be used for the construction¹⁶⁰ of the hospital. The approval of the Danish royal family for his plan was secured and its success was assured.¹⁸⁰

Holboell, who died in February, 1927, was decorated twice by the King of Denmark for his contribution²⁰⁰ to the health of his country, and also was decorated by the Kings of Sweden and Italy.

He lived to²²⁰ see the Christmas Seal idea adopted by the health agencies or governments of twenty-six different countries. The latest country²⁴⁰ to hold a seal sale is Brazil, which held its first sale throughout the month of July, 1929,²⁶⁰ designated by the federal and municipal governments as "Tuberculosis Month."

The idea came to the United States in²⁸⁰ 1907, when Miss Emily Bissell, of Wilmington, Delaware, read a description of the Danish seal and the anti-tuberculosis work³⁰⁰ it financed in a magazine article written by Jacob Riis, one of the famous pioneers in the field of social³²⁰ service, following receipt of a letter bearing a seal from Denmark. Miss Bissell, also, had been casting about for means³⁴⁰ to raise money for a tuberculosis institution in her state, and the adoption of Holboell's idea solved her problem.

With³⁶⁰ the passing years the seals have, of course, taken on an added value and have become a collectors' item. The³⁸⁰ only complete collection of Christmas Seals in the

United States is said to be in the possession of William L.⁴⁰⁰ Kinkead, treasurer of the New Jersey Tuberculosis League and a well-known philatelist. His collection of Central European seals also⁴²⁰ has been adjudged the most complete in existence.

The most valuable seal ever issued in this country is the red⁴⁴⁰ and green seal of 1913, with poinsettia flowers, and green circles around red crosses at either side. This⁴⁶⁰ design is listed in stamp catalogues as worth ten dollars each, while two variations of the same design issued the⁴⁸⁰ same year are worth only half as much. The first seals sold by Miss Bissell in 1907 are⁵⁰⁰ worth seven dollars fifty cents each if inscribed "Merry Christmas" and "Happy New Year," but if inscribed only "Merry Christmas"⁵²⁰ they are worth only five dollars each, as are certain designs issued in 1908, 1911 and⁵⁴⁰ 1913.

Such a successful idea naturally has its imitators, but all genuine Christmas Seals so'd in the United⁵⁶⁰ States bear prominently in the design a double-barred cross in red. Small as the seals are, they have been⁵⁸⁰ responsible for the saving of untold thousands of lives through education, advice, physical examination in clinics they support, hospital care⁶⁰⁰ and treatment, open air schools and summer camps they inaugurated and finance, local and state health legislation, demonstrations of various⁶²⁰ sorts, and research work. Like the drops of water that make the ocean, the pennies that buy Christmas Seals compose⁶⁴⁰ the dollars that have done their part in cutting in half the death rate from tuberculosis since 1907,⁶⁶⁰ when the first seal was sold in this country.

The fight against tuberculosis is not yet won however. The disease⁶⁸⁰ still kills more persons between eighteen and forty than any other. More than ever today, when the diminishing death rate⁷⁰⁰ indicates the success in tuberculosis work, money is needed to combat the greatest single foe of men and women during their⁷²⁰ most productive working years. (724)

Enthusiasm is the outward evidence of inner faith and belief. (10)

Lighthouse Illumination

From "Popular Research Narratives"

Compiled by Alfred D. Flinn, of Engineering Foundation
(Copyright by the Williams and Wilkins Company,
of Baltimore)

Coast lighting in America dates back to 1716, when the first lighthouse on this continent was built at²⁰ the entrance to Boston

Harbor by the Province of Massachusetts. One of the earliest acts of the First Congress, on⁴⁰ the organization of our federal government, was to take over the colonial lights, of which there were twelve in operation,⁶⁰ with four others planned or partly constructed.

One of the partly-constructed lights was on Cape Henry, at the southerly⁸⁰ entrance of Chesapeake Bay, where a project undertaken by Virginia was completed by the United States in 1792,¹⁰⁰ being the first lighthouse built by the government. It was an octagonal sandstone tower seventy-two feet high costing¹²⁰ \$15,200. The old tower was replaced in 1881 by a structure, still in¹⁴⁰ use, 165 feet high, built of flanged cast-iron plates bolted together, with brick masonry lining.

The¹⁶⁰ original illuminant was fish oil, superseded about 1810 by sperm oil, burned in a lamp constructed on the¹⁸⁰ Argand principle, with a rough reflector and bull's-eye magnifier, enclosed in a lantern glazed with panes about twelve inches²⁰⁰ square. By 1840, the reflectors were made on correct optical principles approaching the paraboloid in form, heavily silvered²²⁰ and properly placed. The lantern was also improved by making the frames lighter, the panes larger, and by providing adequate²⁴⁰ ventilation.

In 1857, a first-order Fresnel lens was installed. About 1822, Augustin Fresnel,²⁶⁰ a French physicist, devised a system of lenses for concentrating and directing the light of a lamp. Each lens is²⁸⁰ built up of glass prisms in panels. The central portions are refracting only, and the upper and lower portions both³⁰⁰ refracting and reflecting. The lens encloses the lamp, which is at the central focus. This device gives greater brilliancy with³²⁰ less consumption of illuminant.

Improvements were made from time to time in the illuminant, passing from sperm oil to rapeseed³⁴⁰ or Colza oil, as the yearly diminution of the whale catch made the cost of sperm oil prohibitive, then to³⁶⁰ lard oil, and finally to kerosene, burned in a lamp with five concentric wicks, consuming about two hundred gallons per³⁸⁰ month, giving an effective beam through the lens of about six thousand candlepower. In 1910, the wick lamp⁴⁰⁰ was discarded in favor of vaporized kerosene burned under an incandescent mantle, increasing the effective candlepower of the beam to⁴²⁰ 22,000, at the same time decreasing the fuel consumption to a little more than half.

This light, although⁴⁴⁰ of reasonably satisfactory intensity, was fixed in character, and with the installation of bright electric lights at seaside resorts in⁴⁶⁰ the vicinity, it became desirable to change the station to a flashing light. While studying suggested improvements, it was found⁴⁸⁰ that a high-power electric incandescent lamp would be advantageous, provided means were devised for creating the necessary downward divergence⁵⁰⁰ through the lens. Experiments led to the development of a spherical mirror used with a 1,000-watt tungsten filament⁵²⁰ lamp so arranged that an image of the light source is reflected into the upper catadioptric (both

reflecting and refracting)⁵⁴⁰ prisms of the lens, giving the proper downward divergence.

Commercial current for the light is furnished from a local supply,⁵⁶⁰ and a flasher such as used for electric signs produces two short flashes of one second each followed by a⁵⁸⁰ flash of seven seconds, this cycle being repeated three times a minute. To guard against interruption of current, the station⁶⁰⁰ is equipped with a heavy-duty generating set consisting of a six-horse-power semi-Diesel oil engine directly connected⁶²⁰ to a four-kilowatt generator, along with a set of storage batteries which are kept charged for immediate service whenever⁶⁴⁰ needed.

A lamp exchanger was developed to replace burnt-out lamps, the spare lamp being automatically revolved into focus. On⁶⁶⁰ account of the flashing characteristic, a timing device was introduced, making contact when the current is interrupted for a period⁶⁸⁰ between thirty and forty-five seconds, thereby operating the lamp changer on an auxiliary current, which also rings an alarm⁷⁰⁰ signal when contact is made, summoning the keepers. Should the second lamp burn out, the alarm signal will sound at⁷²⁰ once. With this device a continuous night watch is not necessary; hence it has been practicable to dismiss one attendant.⁷⁴⁰

The effective candlepower of the beam is now approximately 80,000, an increase of nearly four times the brightness of⁷⁶⁰ the former incandescent oil-vapor fixed light, and the present annual cost per beam candlepower is about one-seventh of⁷⁸⁰ the former figures. Annual expense of maintenance has been reduced about fifteen hundred dollars. Moreover, the light is highly praised⁸⁰⁰ by master mariners entering Chesapeake Bay.

This old lighthouse, therefore, in its 132 years furnishes an example⁸²⁰ of correlation of pure and applied science, by means of which the illuminating apparatus has steadily kept pace with results⁸⁴⁰ from study and experiment. The history of the Lighthouse Service is one long story of improving the aids to navigation⁸⁶⁰ and the protection of seafaring life and property along our coasts, always with the inexorable demand for absolute dependability under⁸⁸⁰ all conditions. (882)

—Contributed by John S. Conway, Member, American Society of Civil Engineers and American Society of Mechanical Engineers, Deputy Commissioner of Lighthouses, Department of Commerce, Washington, D. C.

--:

When you fall down on a job you realize how hard it is. (13)

Business Letters

(From "Rational Dictation," Part II, pages 214 and 223, letters 300 and 310)

Mr. Rowland N. Trimble
142 Nassau Street
New York, New York

Dear Sir:

Life as it is²⁰ now organized in our great

centers of population could not exist without gas and electric service. Their presence and proper⁴⁰ functioning are important factors in urban growth and development. We have only to look about us to see how they⁶⁰ are woven into the fabric of our daily lives.

We press a button or open a valve and await the⁹⁰ resultant light or heat with the same assurance that we await the rising of tomorrow's sun, and we are not¹⁰⁰ disappointed. Yet a miracle is performed as much in the one case as in the other, yet the miraculous oft¹²⁰ repeated becomes the commonplace.

If familiarity in this case does not breed contempt it at least breeds an attitude of¹⁴⁰ indifference, and we venture the opinion that few of the 5,000,000 people of New York who have at their¹⁶⁰ disposal every minute of the day—every day of the year—our gas and electric service ever give a thought¹⁸⁰ to what it implies or what goes into its making.

We believe that you as a preferred stockholder are interested,²⁰⁰ and from time to time, through this medium, we shall try to tell you about this company's enormous investment in²²⁰ land, plants and equipment—how the money derived from the use of our service is expended, and about the devoted²⁴⁰ army of loyal, efficient employees who are helping to make this business a success—in other words, what it means²⁶⁰ to serve New York.

Very truly yours, (267)

Mr. James Elliott
50 First Avenue
Evansville, Indiana

Dear Sir:

In asking you to subscribe to a new publication we²⁰ realize that what suits someone else may not suit you. This is particularly true of our magazine "Our Times," because⁴⁰ it is so utterly different from anything which has hitherto been published.

So we have arranged, beginning next week, to⁶⁰ provide a limited number of short-term subscriptions at \$1. We cordially invite you to avail yourself of this⁸⁰ opportunity to acquaint yourself with the *news-magazine idea* upon which "Our Times" is founded.

The next twelve issues will¹⁰⁰ acquaint you with the paper, which a distinguished American called "the greatest journalistic achievement of the century." And if this¹²⁰ new paper, the *news-magazine*, can do for you something which has never been done for you before, you can¹⁴⁰ let the acquaintanceship ripen into a useful friendship of permanent value.

I am enclosing a stamped postcard. Fill in the¹⁶⁰ address at which you wish to receive "Our Times." Do not send the dollar now, simply mail the card at¹⁸⁰ your earliest convenience. The next twelve issues of "Our Times" will come to you beginning at once.

Yours truly, (200)

--

Most of us are possessed of more ability than we use. (11)

Drills on the Manual Lessons

Chapter Ten

Gentlemen: I understand that you have under consideration a plan for organizing your business into departments instead of having it²⁰ all under one management. I agree with you that this will be more satisfactory.

We have the work of our⁴⁰ organization divided into a sales department, a purchasing department, and an accounting department. The purchasing department attends to the buying⁶⁰ of the goods and knows at any time how much merchandise is on hand. The sales department not only sells⁸⁰ goods over the counter but also takes orders. The accounting department takes care of the bookkeeping, and knows whether or¹⁰⁰ not the business is running at a profit. To a great extent it is responsible for keeping the business operating¹²⁰ on a paying basis. The work has been done in this way for several years, and I always maintain that¹⁴⁰ it is superior to the old method.

It will be a great pleasure to hear from you as to whether¹⁶⁰ or not your plans are successful. I hope that in a short time your new organization will be running smoothly.¹⁸⁰ Sincerely yours,

Gentlemen: I cannot understand why we have not received a remittance from you.

We have let the matter²⁰⁰ slide to some extent, on account of the fact that we did not need the money.

Will you not get²²⁰ into communication with our credit department and mail us a check as soon as possible? Yours truly,

Gentlemen: A short²⁴⁰ time ago we wrote you a friendly letter in regard to your overdue account.

In my opinion your reply was²⁶⁰ very aggressive. We have told you over and over again that we do not agree with you in the matter²⁸⁰ of the extra discount. In other words, it must be clearly understood that under no consideration will we allow you³⁰⁰ to deduct it.

If we do not receive your check in full at once, we shall draw on you at³²⁰ ten days' sight. Yours very truly,

Gentlemen: We regret to inform you that your indifference to our instructions will compel³⁴⁰ us to place the matter with our attorney for legal action.

It would give us great pleasure if you would³⁶⁰ pay the amount rather than contest it, thereby saving you further embarrassment and expense. Yours respectfully, (376)

Chapter Eleven

To the Members of the Federal Reserve Board: The board of managers of the Federal Reserve Board has called a³⁰ general meeting to be held at the Chamber of Commerce, Saturday, December 29, at 10 A.M. Sign and⁴⁰ return the enclosed blank stating whether or not you will attend.



Personal Contacts

The National Commercial Teachers' Federation meets in Des Moines, Iowa, December 29, 30, 31. Each year, we place many teachers whom we interview at this Convention—each year, interviews are arranged with prospective employers. Attend this meeting. See us at our Booth. Inform us if you will be there. If not registered, enroll NOW.

SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, *President*

Shubert-Rialto Bldg., St Louis, Mo.

In September

We had calls for a dozen teachers for schools in Iowa, Wisconsin, Michigan, Ohio, Connecticut, New York, and Pennsylvania. We could have placed more than we did if we had had more high-grade teachers available at fair salaries. May we help you?



THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.,

--

Larcom Avenue, Beverly, Mass.

The chairman of the Board urges attendance, as matters⁹⁰ of vital importance are to be discussed.

The status of unemployment is causing a serious financial and political situation.

The⁸⁰ Baltimore & Ohio, New York Central, Michigan Central, Union Pacific, Canadian Pacific, and Northern Pacific railroads have consented to enlarge¹⁰⁰ their construction program, but that has not stabilized commercial paper.

The political parties are taking up the issue. The Democratic¹²⁰ and Republican party leaders are urging the Government to hasten its plans for relief.

The Associated Press reports that¹⁴⁰ Great Britain is having similar trouble.

Unless something can be done immediately we stand in a position to take a¹⁶⁰ heavy loss.

You are requested, therefore, to let nothing interfere with your attendance at this meeting Saturday.

Dear Sir: We¹⁸⁰ have your telegram as follows: "Please ship C. O. D. twenty-five number forty-seven electric motors via the Union²⁰⁰ Pacific." These were billed to you today at the current market price. Your selling price should be forty per cent²²⁰ higher.

We also enclose price list and order blank as requested and we assure you that we shall give your²⁴⁰ orders our best attention. Yours truly,

Gentlemen: Attached is a copy of a letter from D. C. Billings, superintendent of²⁶⁰ the Eastern Division of the Northern Pacific, to the general manager of the Pennsylvania Public Service Commission for the revision²⁸⁰ of the rule which covers the subject of your complaint.

I have advised the Commission, in view of the technical³⁰⁰ character of the proposed rule, that it be submitted to the chief engineer of the Commission with the request for³²⁰ a detailed report.

As the proposed rule is the result of your complaint, please make any suggestions that may occur³⁴⁰ to you on the enclosed blank and return it to us as soon as possible. Yours truly, (357)

Chapter Twelve

James J. Hill, who became the great railroad builder and established the first lines running across the United States, was²⁰ born of poor parents who came to America from Ireland. Though not considered particularly bright, James was a capable boy⁴⁰ of whom his father was proud, and he was sent to a private school.

He was pleasant, and was popular⁶⁰ with the crowd of boys with whom he played.

His imagination was always stirred by tales of travel, but when⁸⁰ he was fourteen his father died and he decided to stop school and help provide for his family. He was¹⁰⁰ very proud when he stood before his mother and offered her the first four dollars paid him for a week's¹²⁰ work.

At eighteen he felt at liberty to strike out

for himself. His original idea was to go to the¹⁴⁰ East coast, where he had no doubt he could get a job on a ship and the privilege of travel.¹⁶⁰ He had only a small amount of money, but at length reached the coast, where he was refused a job¹⁸⁰ as sailor.

His enthusiasm to accomplish his purpose did not wane, but now his destination became the West coast, and²⁰⁰ he proceeded until he arrived at St. Paul, Minnesota, which was to be his permanent home. Here he found numerous²²⁰ boats going south and a city busy with river trade, and he obtained a job loading freight. Soon he became²⁴⁰ a station agent for a little local railroad, and, in addition, engaged in a commission business.

His practice of looking²⁶⁰ far ahead led him to appreciate the splendid opportunities in this new territory. He bought the St. Paul and Pacific²⁸⁰ Railroad when it failed and was soon operating it at a profit.

He effected a consolidation with the Northern Pacific³⁰⁰ corporation, thereby lessening competition. He bought the land and built a railroad to the iron deposits of northern Minnesota.

For³²⁰ these and other similar achievements, James J. Hill was given the title of "Empire Builder." (335)

Left Out on Lone Star Mountain

By Bret Harte

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Houghton Mifflin Company

(Concluded from the November issue)

The silence was broken by a joyous⁶⁸⁰ exclamation from the Judge. He had discovered the Old Man's rifle in the corner, where it had been at first⁶⁴⁰ overlooked. "He ain't gone yet, gentlemen—for yer's his rifle," he broke in, with a feverish return of volubility, and⁶⁴⁰ a high, excited falsetto. "He wouldn't have left this behind. No! I knowed it from the first. He's just outside⁶⁴⁰ a bit, foraging for wood and water. No, sir! Coming along here I said to Union Mills—didn't I?—'Bet⁶⁴⁰ your life the Old Man's not far off, even if he ain't in the cabin.' Why, the moment I stepped⁶⁴⁰ foot"—

"And I said coming along," interrupted Union Mills, with equally reviving mendacity, "Like as not he's hangin' round yer⁶⁵⁰ and lyin' low just to give us a surprise.' He! Ho!"

"He's gone for good, and he left that rifle⁶⁵⁰ here on purpose," said the Left Bower in a low voice, taking the weapon almost tenderly in his hands.

"Drop⁶⁵⁰ it, then!" said the Right Bower. The voice was that of his brother, but suddenly changed with passion. The two⁶⁵⁰ other partners instinctively drew back in alarm.

"I'll not leave it here for the first comer," said the Left Bower,⁶⁸⁰ calmly, "because we've been fools and he too. It's too good a weapon for that."

"Drop it, I say!" said⁶⁸⁰ the Right Bower, with a savage stride towards him.

The younger brother brought the rifle to a half charge with⁶⁶²⁰ a white face but a steady eye.

"Stop where you are!" he said collectedly. "Don't row with *me*, because you⁶⁶⁴⁰ haven't either the grit to stick to your ideas or the heart to confess them wrong. We've followed your lead,⁶⁶⁶⁰ and—here we are! The camp's broken up—the Old Man's gone—and we're going. And as for the rifle"—⁶⁶⁸⁰

"Drop it, do you hear!" shouted the Right Bower, clinging to that one idea with the blind pertinacity of rage⁶⁷⁰⁰ and a losing cause. "Drop it!"

The Left Bower drew back, but his brother had seized the barrel with both⁶⁷²⁰ hands. There was a momentary struggle, a flash through the half-lighted cabin, and a shattering report. The two men⁶⁷⁴⁰ fell back from each other; the rifle dropped on the floor between them.

The whole thing was over so quickly⁶⁷⁶⁰ that the other two partners had not had time to obey their common impulse to separate them, and consequently even⁶⁷⁸⁰ now could scarcely understand what had passed. It was over so quickly that the two actors themselves walked back to⁶⁸⁰⁰ their places, scarcely realizing their own act.

A dead silence followed. The Judge and Union Mills looked at each other⁶⁸²⁰ in dazed astonishment, and then nervously set about their former habits, apparently in that fatuous belief common to such natures⁶⁸⁴⁰ that they were ignoring a painful situation. The Judge drew the barrel towards him, picked up the cards, and began⁶⁸⁶⁰ mechanically to "make a patience," on which Union Mills gazed with ostentatious interest, but with eyes furtively conscious of the⁶⁸⁸⁰ rigid figure of the Right Bower by the chimney and the abstracted face of the Left Bower at the door.⁶⁹⁰⁰ Ten minutes had passed in this occupation, the Judge and Union Mills conversing in the furtive whispers of children unavoidably⁶⁹²⁰ but fascinatedly present at a family quarrel, when a light step was heard upon the crackling brushwood outside, and the⁶⁹⁴⁰ bright panting face of the Old Man appeared upon the threshold. There was a shout of joy; in another moment⁶⁹⁶⁰ he was half-buried in the bosom of the Right Bower's shirt, half-dragged into the lap of the Judge,⁶⁹⁸⁰ upsetting the barrel, and completely encompassed by the Left Bower and Union Mills. With the enthusiastic utterance of his name⁷⁰⁰⁰ the spell was broken.

Happily unconscious of the previous excitement that had provoked this spontaneous unanimity of greeting, the Old⁷⁰²⁰ Man, equally relieved, at once broke into a feverish announcement of his discovery. He painted the details, with, I fear,⁷⁰⁴⁰ a slight exaggeration of coloring, due partly to his own excitement, and partly to justify their own. But he was⁷⁰⁶⁰ strangely conscious that these bankrupt men appeared less elated with their personal interest in their stroke of fortune than with⁷⁰⁸⁰ his own success. "I told you he'd do it," said the Judge, with a reckless unscrupulousness of statement that carried⁷¹⁰⁰ everybody with

it; "look at him! the game little pup." "Oh no! he ain't the right breed, is he?" echoed⁷¹²⁰ Union Mills with arch irony, while the Right and Left Bower, grasping either hand, pressed a proud but silent greeting⁷¹⁴⁰ that was half new to him, but wholly delicious. It was not without difficulty that he could at last prevail⁷¹⁶⁰ upon them to return with him to the scene of his discovery, or even then restrain them from attempting to⁷¹⁸⁰ carry him thither on their shoulders on the plea of his previous prolonged exertions. Once only there was a momentary⁷²⁰⁰ embarrassment. "Then you fired that shot to bring me back?" said the Old Man, gratefully. In the awkward silence that⁷²²⁰ followed, the hands of the two brothers sought and grasped each other, penitently. "Yes," interposed the Judge, with delicate tact,⁷²⁴⁰ "ye see the Right and Left Bower almost quarreled to see which should be the first to fire for ye.⁷²⁶⁰ I disremember which did"—"I never touched the trigger," said the Left Bower, hastily. With a hurried backward kick, the⁷²⁸⁰ Judge resumed, "It went off sorter spontaneous."

The difference in the sentiment of the procession that once more issued from⁷³⁰⁰ the Lone Star cabin did not fail to show itself in each individual partner according to his temperament. The subtle⁷³²⁰ fact of Union Mills, however, in expressing an awakened respect for their fortunate partner by addressing him, as if unconsciously,⁷³⁴⁰ as "Mr. Ford" was at first discomposing, but even this was forgotten in their breathless excitement as they neared the⁷³⁶⁰ base of the mountain. When they had crossed the creek the Right Bower stopped reflectively.

"You say you heard the⁷³⁸⁰ slide come down before you left the cabin?" he said, turning to the Old Man.

"Yes; but I did not⁷⁴⁰⁰ know then what it was. It was about an hour and a half after you left," was the reply.

"Then⁷⁴²⁰ look here, boys," continued the Right Bower with superstitious exultation; "it was the *slide* that tumbled into the creek, overflowed⁷⁴⁴⁰ it, and helped *us* clear out the race!"

It seemed so clear that Providence had taken the partners of the⁷⁴⁶⁰ Lone Star directly in hand that they faced the toilsome ascent of the mountain with the assurance of conquerors. They⁷⁴⁸⁰ paused only on the summit to allow the Old Man to lead the way to the slope that held their⁷⁵⁰⁰ treasure. He advanced cautiously to the edge of the crumbling cliff, stopped, looked bewildered, advanced again, and then remained mute⁷⁵²⁰ and immovable. In an instant the Right Bower was at his side.

"Is anything the matter? Don't—don't look so,⁷⁵⁴⁰ Old Man!"

The Old Man pointed to the dull, smooth black side of the mountain, without crag or protuberance,⁷⁶⁰⁰ and said with ashen lips—"It's gone!"

And it was gone! A *second* slide had taken place, stripping the flank⁷⁶⁸⁰ of the mountain,

and burying the treasure and the weak implement that had marked its site deep under a chaos⁷⁰⁰ of rock and debris at its base.

"Thank God!" The blank faces of his companions turned quickly to the Right⁷⁰²⁰ Bower. "Thank God!" he repeated, with his arm around the neck of the Old Man. "Had he stayed behind he⁷⁰⁴⁰ would have been buried too!" He paused, and, pointing solemnly to the depths below, said, "And thank God for showing⁷⁰⁰⁰ us where we may yet labor for it in hope and patience like honest men."

The men silently bowed their⁷⁰⁶⁰ heads and slowly descended the mountain. But when they had reached the plain one of them called out to the⁷⁷⁰⁰ others to watch a star that seemed to be rising and moving towards them over the hushed and sleeping valley.⁷⁷²⁰

"It's only the stage coach, boys," said the Left Bower, smiling; "the coach that was to take us away."

In⁷⁷⁴⁰ the security of their new-found fraternity they resolved to wait and see it pass. As it swept by with⁷⁷⁰⁰ flash of light, beat of hoofs, and jingle of harness, the only real presence in the dreamy landscape, the driver⁷⁷⁶⁰ shouted a hoarse greeting to the phantom partners, audible only to the Judge, who was nearest the vehicle.

"Did you⁷⁸⁰⁰ hear—did you hear what he said, boys?" he gasped, turning to his companions. "No! Shake hands all round, boys!⁷⁸²⁰ God bless you all, boys! To think we didn't know it all this while!"

"Know what?"

"Merry Christmas!" (7838)

-:-

Do what you are paid to do and then some. It's the "then some" that gets your salary raised. (19)

-:-

Opportunities do not come toward the man who has lost enthusiasm. (11)

-:-

Putting off an easy thing makes it hard; putting off a difficult thing makes it impossible. (16)

-:-

You never have to go through any red tape or formality when you borrow trouble. (15)

Key to Notes by Chan Peng Kai

Not long ago, I saw a picture that greatly interested me. It was the picture of a man sitting on²⁰ a bench. He was surrounded by the building material necessary for the building of a beautiful home. At one side⁴⁰ of him there was a great pile of lumber—boards, rafters, sills, siding, and laths. On the other side of⁶⁰ the lot were the bags of cement, the sand and the mixer. Inside the curbing were the bricks, just as⁸⁰ they had been piled by the drayman. And there in the shed were all the

tools necessary to be used¹⁰⁰ in the construction of this building.

Just one thing was lacking; that was the knowledge of how to build the¹²⁰ building. And there sat that dejected man on his work bench, totally ignorant of how to take advantage of his¹⁴⁰ opportunity. He made me think of the American—(148)

Key to the October O. G. A. Test

Knowledge alone will not make one a success. It is the ability to apply knowledge to situations that arise which⁵⁰ brings results. The man who does not apply the knowledge he has, is much like the farmer who plows his⁴⁰ fields but plants no seeds.

The business man often insists upon beginners doing all kinds of trifling jobs for no⁶⁰ other reason than that he wants to see how well they can apply the knowledge they have. He knows that⁸⁰ knowledge plus experience will make a good executive, and that the young men in his employ must be thoroughly familiar¹⁰⁰ with all the minor jobs of the business by actually doing them. Do not, therefore, feel it beneath you to¹²⁰ work at the mailer's desk. Familiarity with all phases of the business and prompt and accurate judgment in handling problems¹⁴⁰ that arise eventually lead to the executive desk. (148)

Judge's Charge to the Jury

(Continued from the November issue)

—bookkeeping, and a very complicated system is necessary¹¹⁸⁰ in order to keep accounts in our modern days. Well, long ago there grew up a rule recognized by the¹²⁰⁰ law that where two parties have such dealings together, and neither side is perhaps certain as to just how they¹²²⁰ stand, they come together to adjust the account between them, and they go all over it, and they agree between¹²⁴⁰ themselves just how much is due from one to the other. Then differences break out a year after this, say, ¹²⁶⁰ and if one party tries to go back of that settlement to the old account, the law forbids, the law¹²⁸⁰ makes that analogous, so far as the transactions are concerned preceding the settlement, to an account stated, and an accord ¹³⁰⁰ and satisfaction is invoked.

Now what occurred on the 16th of November, 1920? The plaintiff concedes that he¹³²⁰ was over at the place of business of the defendants, and that there was some consideration of the account, that¹³⁴⁰ he brought over certain of his papers. My impression is he denied that he brought that yellow book; I do¹³⁶⁰ not recall whether he said he did or not. Counsel for the plaintiff says that is the testimony. By the¹³⁸⁰ way, depend on your own recollection as to what the testimony is. If I should misquote it, reject my theory¹⁴⁰⁰ of it, my version of it, and depend on your own. You have nothing to do but listen to the¹⁴²⁰ evidence. I have a good many things to do in the course of the trial, and then the

burden does¹⁴⁴⁰ not rest upon me; you have nothing to do but sit there and listen to the witnesses and decide between¹⁴⁰⁰ them, and you are in much better position than I am to pass upon questions of fact. That is what¹⁴⁸⁰ we have juries for, and I want you to realize your own responsibility. Let me say here on that subject,¹⁶⁰⁰ you must not get the impression from anything I said during the trial, any ruling I made upon a motion,¹⁸²⁰ or anything which occurred, or from anything I have said or shall say in my charge, that I have any¹⁸⁴⁰ idea at all as to what your judgment shall be upon the questions submitted to you. (1556)

(To be continued next month)

-:-

The man who wants to borrow trouble needs no collateral. (10)

Short Stories in Shorthand

Painfully Exact

"Why didn't you take your medicine?"
"On the bottle it says: 'This medicine effective after three days.' I have still²⁰ another day to wait." (24)

A Bald One

"I suppose you carry a memento of some sort in that locket of yours?"
"Yes, it is a lock of²⁰ my husband's hair."
"But your husband is still alive?"
"Yes, but his hair is gone." (35)

Fifty Years Hence

"And all these old pieces of furniture are heirlooms, I presume?"
"Yes, indeed. My grandfather paid the first installments on²⁰ them, and we have kept up the payments ever since." (30)

Diplomatic

Corporal: I hear that the drill sergeant called you a blockhead.
Private: No, sir, he didn't make it that strong.²⁰
Corporal: Just what did he say?
Private: "Put on your hat, here comes a woodpecker." (35)

Silence Safest

"Sam, do you solemnly swear to tell the truth, the whole truth, and nothing but the truth?"
"Ah, does, sah."²⁰
"Well, Sam, what have you got to say for yourself?"
"Jedge, wif all dem limitations you jes' put on me,⁴⁰ ah don't believe ah has anything to say." (48)

Not a Miss

Wife: Oh, darling—did you miss a step?
Husband: No, my dear—hit every blessed one of them! (18)

What Des Moines is Doing

(Concluded from page 128)

goals. But let us ever bear in mind that the specified goal—mark, grade, or record—is only one of our objectives, and that in some cases it is possible to achieve the highest scores and yet miss all the points of view, interests, beauties, and benefits which may be had along the way in the form of concomitant learning which may enrich the process of education.

* * *

Travel, like education, has its goals—its objectives. But travelers may be briefly described as follows:

- Those who go.
- Those who go and see.
- Those who go, see, and appreciate.
- Those who go, see, appreciate, and do.

So it is with business pupils. There are

- Those who reach the goal—acquire the grade, or the standard for accuracy and speed.
- Those who reach the goal and while doing so get a vision of the meanings and purposes of education.
- Those who reach the goal, and while doing so gain a vision of the meanings and purposes of education, plus some appreciations and understandings so necessary to competent family membership, and social, civic, and business responsibilities. Then there are
- Those who while gaining the above have acquired an ability and a desire to work—presumably at a gainful occupation, and, let us hope, too, at the tasks so necessary to complete membership in the home, in society, in civic affairs, and in business organizations.

What we have been trying to say is that only through the development of the concomitant factors in education can we make meaningful the business teachings which for the time being seem to be the major objectives.



The Shorthand Course

(Concluded from page 142)

checking up on any vocabulary you choose to use to be sure you are not asking too much of a student.

Remember, we do not desire to fail the student—our objective is simply to assure him that he is ready for the next step up, or to show him that he is still unready. Therefore, a test should be fairly comprehensive, but not eccentric. It should be simple and clear and very, very definite. It should be short.

Later, for advanced students, there is no better check of the work than trying for the *Gregg Writer* T. T. awards at different speeds. In the big shorthand contests the last two years, there has been a noticeable improvement in the accuracy of the transcriptions and in the ease with which the 100-word rate is met. Teachers ascribe this improvement to the use of these *Gregg Writer* tests. If you have not tried them out, I advise you to do so at once. Even if your students fail to qualify, this is an incentive for more careful and more abundant practice.